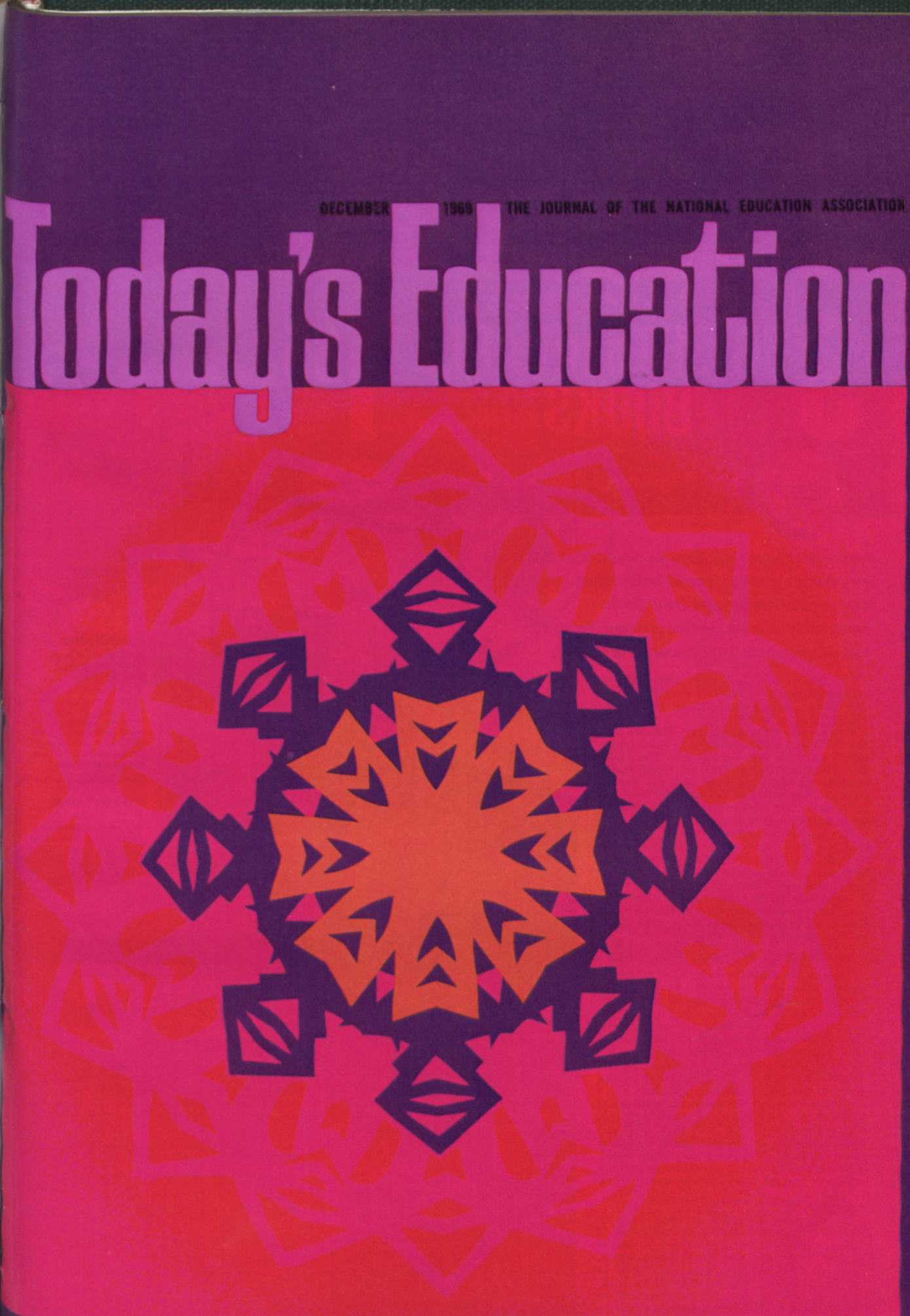
DECEMBER 1969 THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

Today's Education



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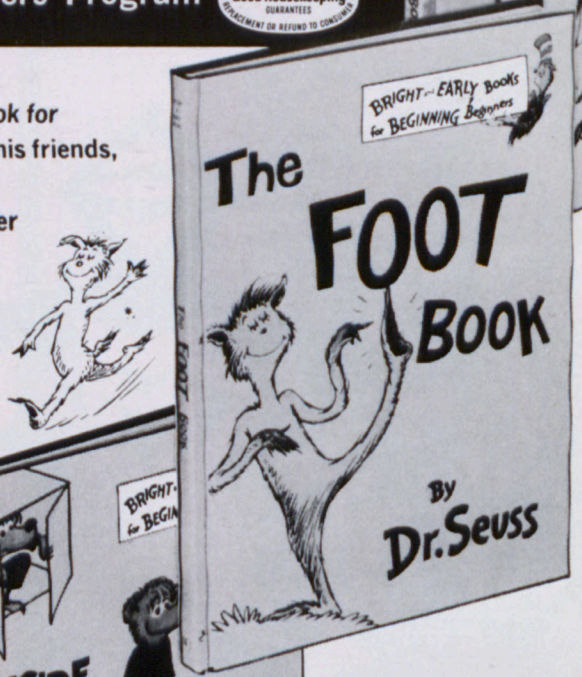

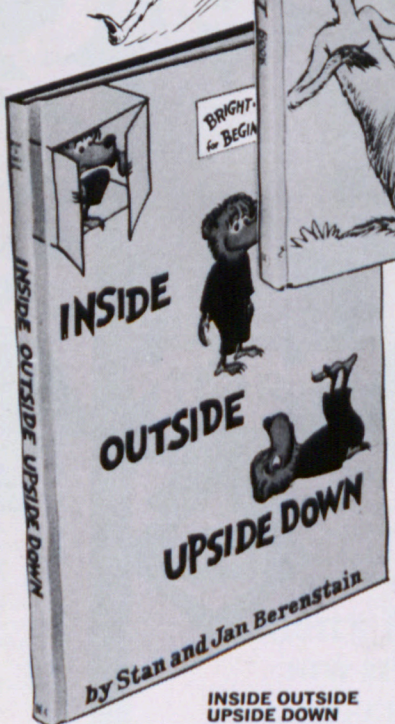

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Today's Education

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It's Christmas! May yours be as wonderful as a great big beautiful snowflake.

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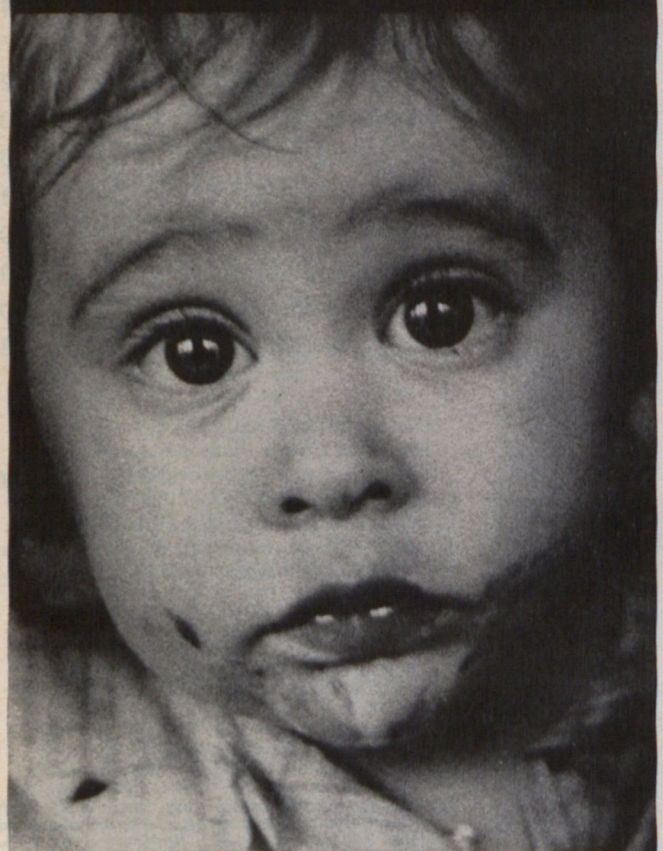

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Mildred S. Fenner, *Editor*

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Desegregate All Schools Now, U.S. Supreme Court Rules

Commissioner of Education Urges Crusade To End Reading Failures

Student Unrest Has Led to Positive and Negative Results

Michigan Governor Proposes That State Pay All Education Costs

NEWS AND TRENDS

Desegregate All Schools Now, U.S. Supreme Court Rules

The U.S. Supreme Court has ruled that all school districts in the nation must end segregation "at once" and operate integrated systems "now and hereafter." The unanimous decision was handed down October 29.

NEA had filed a brief in the case on October 17, asserting that the reasons advanced by the Nixon Administration to justify a delay in desegregation of 30 Mississippi schools were without merit. NEA President George D. Fischer called the Supreme Court's decision "a giant step—a stride—toward equal educational opportunities for our nation."

Commissioner of Education Urges Crusade To End Reading Failures

U.S. Commissioner of Education James E. Allen, Jr. has called for "a total national commitment" to end reading failures in the public schools by 1980. Commissioner Allen said his crusade could assure that "no one shall be leaving our schools without the skill and the desire necessary to read to the full limits of his capability. This is education's 'moon'—the target of the decade ahead."

A right-to-read committee has been formed by the Office of Education to begin implementing the program. Composed of key USOE officials and chaired by William D. Green, special assistant to the commissioner for urban education, the committee is reviewing federal programs that can be supportive to the reading effort. Mrs. Richard M. Nixon has been named honorary chairman of the national right-to-read committee.

NEA officials called the right-to-read project "an important first step" toward wiping out reading deficiencies among school children. At the same time, they warned that "it is not realistic to assume that measurable progress can be made without a big financial investment."

Student Unrest Has Led to Positive and Negative Results

Whatever adults may think of their tactics, students have made gains through disorders and disruptions:

- Students are now official participants in the government on at least half of the 120 college campuses surveyed by the American Association of State Colleges and Universities this year. The students will participate through membership in faculty and administrative councils which were closed to them previously.
- The U.S. Office of Education recently established an Office of Students and Youth to speak for young people within USOE. Spokesmen said the new office may convene youth task forces to examine educational issues and make periodic reviews of federal programs which affect youth directly. Anthony J. Moffett, Jr., a 1966 graduate of Syracuse University, has been appointed director of the office.
- A resolution favoring the addition of students to state school boards narrowly lost at the 1969 convention of the National Association of State Boards of Education. Despite the defeat of the resolution, many NASBE delegates appeared convinced that the student voice must be heard in state boards meetings and that student advisory councils may be the best way to achieve the goal.

The reaction to student unrest has had its negative side, too. Twenty-one states, of 34 responding to a survey conducted this fall by the Education Commission of the States, have enacted measures related to student unrest in their 1969 legislative session. The legislation typically provided for the punishment of those involved in campus disorders and the withdrawal of state scholarships or loans to students convicted of rioting.

Michigan Governor Proposes That State Pay All Education Costs

Michigan's governor, William G. Milliken, has proposed that the state take over the entire cost of education. The proposal, a "total reform of education," would eliminate the state board of education, replace the state superintendent of public instruction with a state director of education appointed by the governor, and change the complexion of negotiations with teachers' organizations. A uniform statewide property tax would replace local school taxes under the proposed plan.

Michigan Education Association spokesmen favored some aspects of the proposal, noting that it would lead to further school district reorganization, a reduction in the number of intermediate school districts, property tax relief, greater equalization of state school funds, and the improvement of property assessment practices. But MEA

Individually Prescribed Instruction Now Involves 50,000 Students

Suit Challenges State's Right To Pay Nonpublic School Teachers

Children Do Better in School When They Have Been Read To

More School Systems Now Provide Severance Pay for Their Employees

Number of School Fires Increases

spokesmen opposed other sections, which, they said, "may spell disaster for Michigan's public schools."

To become effective, the proposal needs legislative approval and state constitutional changes.

Individually Prescribed Instruction Now Involves 50,000 Students

The number of schools participating in Individually Prescribed Instruction programs continues to increase. In the 1969-70 school year, 164 schools are operating IPI programs—69 more than last year—and about 50,000 students are enrolled. The IPI program involves the planning and conducting of a program of studies individually tailored to each learner. Research for Better Schools, Inc., coordinates IPI programs with funds from the Bureau of Research of the U.S. Office of Education under Title IV of the Elementary and Secondary Education Act of 1965.

Students seem happy with IPI. A recent sampling of student opinion showed that 73 percent of IPI fourth graders like school, while only 52 percent of the non-IPI pupils responded favorably. At the fifth grade level, 68 percent of IPI students were generally positive toward school, versus 48 percent of the non-IPI pupils. At the sixth grade level, 58 percent of the IPI students were generally positive compared with 49 percent of the non-IPI pupils.

Other studies have also found that IPI structure is attractive to pupils at all ability levels (especially to pupils of low ability) and that gifted children in IPI programs demonstrate more independent behavior than gifted children in non-IPI schools.

Suit Challenges State's Right To Pay Nonpublic School Teachers

A suit filed recently in the U.S. District Court for Connecticut challenges the constitutionality of state aid to parochial and other nonpublic schools as provided in a bill passed by the Connecticut state legislature last summer. Under the bill, the state may pay 20 percent of the salary of an instructor who teaches secular subjects in any of the private schools. Supporters of the legislation say that the inclusion of a clause specifically prohibiting reimbursement for teachers of religious subjects keeps it within constitutional bounds.

The plaintiffs—the Connecticut Civil Liberties Union and 10 other organizations and individuals—maintain that the payments violate guarantees of religious liberty and the separation of church and state and that the funding would contribute to the existence or growth of de facto segregation in private schools.

A similar law in Pennsylvania is also being challenged in a federal court there.

Children Do Better in School When They Have Been Read To

Children who have been read to regularly at an early age—two years old or younger—do better in school. This is one finding of a Gallup survey for the Institute for Development of Educational Activities. The survey of 1,045 mothers showed that 79 percent of high-achieving first graders had been read to regularly in their early years, compared to 48 percent of the low achievers.

The survey also discovered other factors common to better students: availability of books in the home, parental stress on going to college, less time spent in front of the TV set, the practice of playing family games that require mental exertion, a favorable student and parental attitude toward school, good behavior at school, and parental interest in the child's daily schoolwork.

Information on obtaining a complete copy of the report is available from /I/D/E/A/, Information and Services Division, P.O. Box 446, Melbourne, Florida 32901.

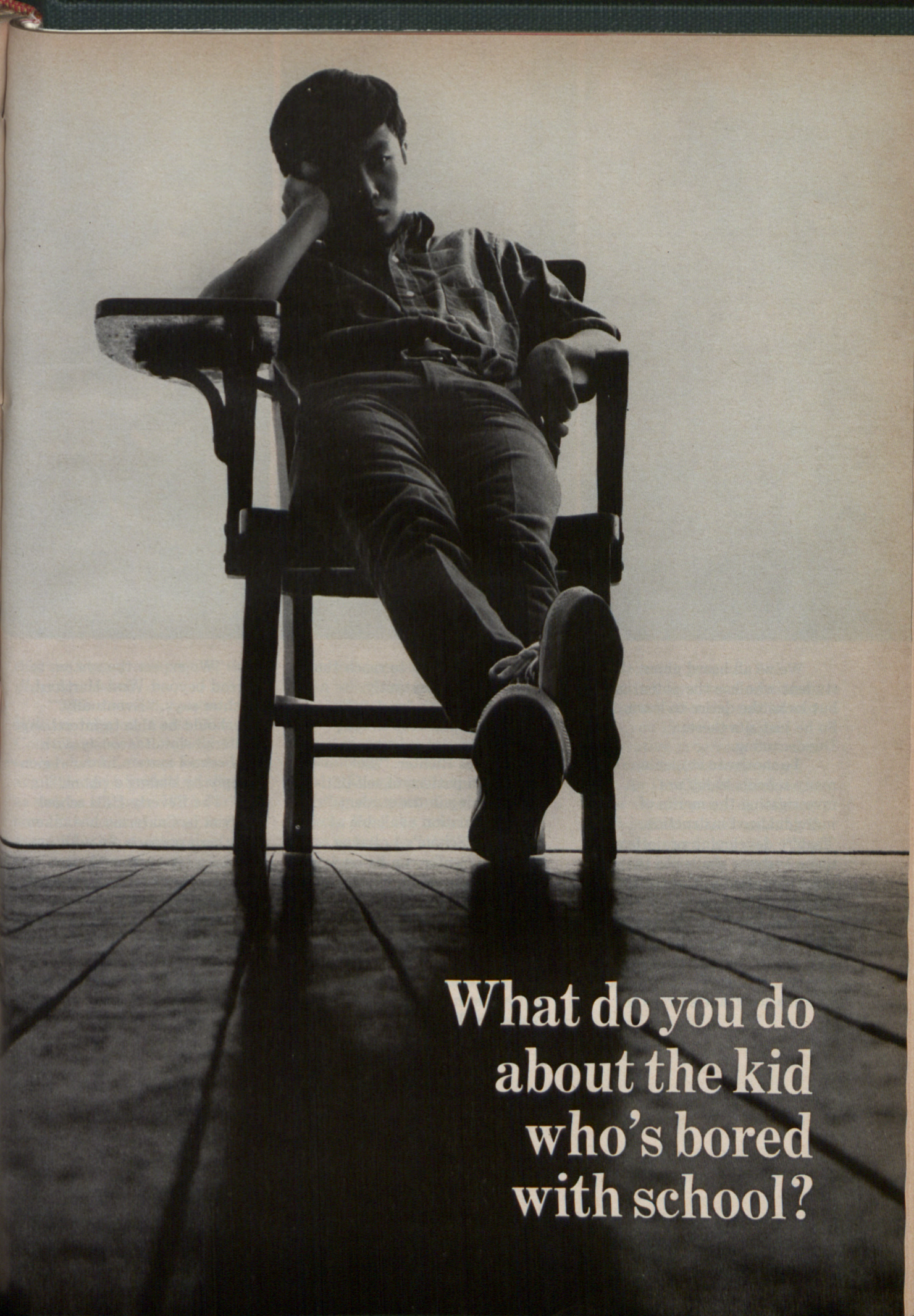
More School Systems Now Provide Severance Pay for Their Employees

Severance pay is provided in less than 20 percent of the school systems in the United States enrolling 12,000 or more pupils, according to estimates by the Educational Research Service, AASA and the NEA Research Division. The number of districts providing severance or terminal pay for professional employees appears to be increasing, however.

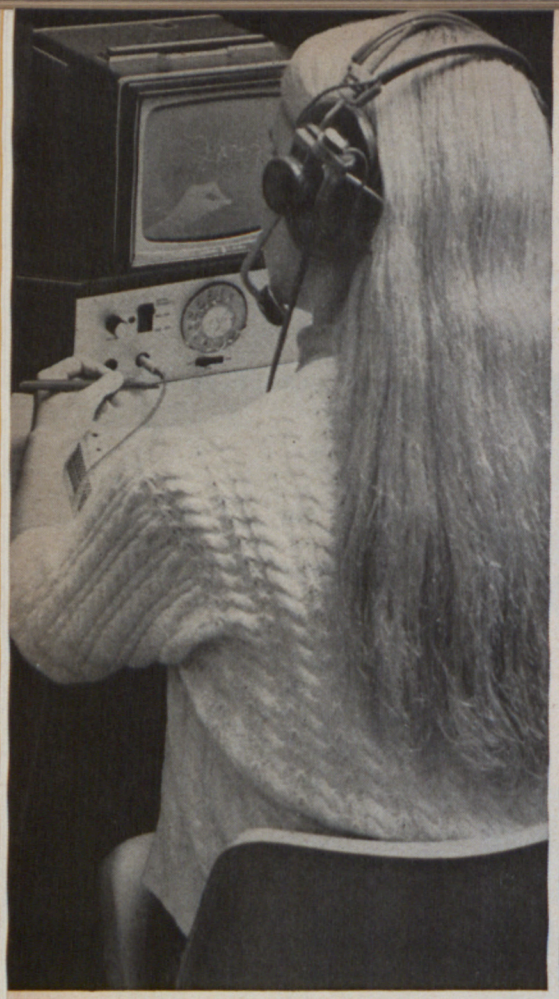
The most common practice, ERS says, is to pay employees for all or a portion of their unused sick leave. Some school systems base severance pay on number of years of service by the employee. This survey is reported in ERS Circular No. 5, 1969. ($1.25)

Number of School Fires Increases

The number of fires at schools and colleges in the United States increased from 9,700 in 1967 to 13,200 last year, the National Fire Protection Association reports. Losses from these fires increased from $48.5 million in 1967 to $52 million in 1968, the Association says. It cited incendiarism as a substantial factor in the increase.



What do you do about the kid who's bored with school?



We've all heard about the student who has the potential but lacks the desire to learn. So he just sits there. Daydreaming.

To motivate students, many schools today are investigating the merits of individualized instruction. They're developing projects and using systems similar to the one being used in Connecticut's West Hartford school district.

The West Hartford system allows students to request information from a central resource center. The requested information travels over the telephone network to reach the student almost instantly.

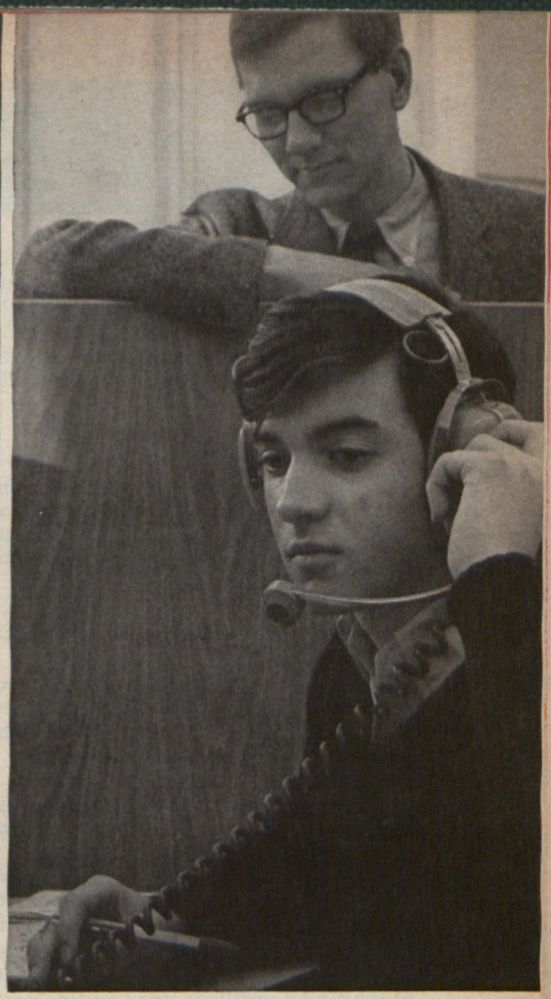
"The motive for developing our system was very simple," reports Superintendent Dr. Charles Richter. "To establish a pattern of self-initiated learning in the student."

Information available at Hall High School's Learning Resource Center can be retrieved by any student in a West Hartford school over telephone lines. Thus, one of the strong advantages of the information retrieval system is that it gives each student access to a wider range of instructional materials than any school alone could provide.

"We expect the system to spread beyond West Hartford," Richter says. "Eventually, we should be able to interchange material simultaneously with any school system in our region—simply by dialing a phone."

The Beverly Hills school district in California has taken another approach. In addition to voice tape retrieval, each student carrel is equipped with a closed-circuit TV monitor.

A system like this is practical because students in participating schools can make use of the central AV library. They simply



dial the library and request the program desired.

"This material," says William Higgins, Audio Visual Consultant for the Beverly Hills school district, "must be made available to individual students as well as teachers. With our new dial-access systems, students are in a better position than ever before to direct their own learning."

Students at Oak Park and River Forest High School near Chicago have a system that can even be accessed from home by using a Touch-Tone® phone. And, of course, sitting in a learning center, by dialing into the random access system they can select any program that interests them.

How do students react to such innovative, educational technology?

"Every seat in the retrieval center was warm for the five weeks from the time the system was in full operation until summer vacation," reports Ted Johnson, director of the Oak Park project. "That speaks for itself. Students of many ability levels found the system helpful."

Educators are encouraged by the motivational rewards gained through the effective use of educational technology. Now, perhaps, some of those bored students will rejoin the learning process. Your local Bell System educational communications specialist can help you implement your innovative programs that use communications technology.

As Dr. Charles Richter, after several years' experience with individualized teaching in West Hartford, has said: "Most children are never taught how to 'get' an education; they merely receive it. We need to develop generations of young people with a continuous self-motivated passion for learning."

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This feature is an open forum for TODAY'S EDUCATION *readers. Ideas and opinions expressed here are those of the writers and not necessarily of the NEA. (When writing, please indicate school, position, and home address, including ZIP Code.)*

National Assessment

George Brain's article, "What's the Score on National Assessment?" (October), makes clear some points that should be of concern to all of this nation's educators:

1. The threat which was clearly implicit in national assessment at its inception has now been largely removed.

2. The fact that the threat no longer exists is the result of the work of many educators—individuals and groups—who refused to witness the installation of a national system of education.

3. Although the fundamental threat has been largely removed, this does not mean that it has been entirely eradicated.

Regardless of the good work of people like Dean Brain (and, I might add, of Kenneth H. Hansen when he worked with the Education Commission of the States), educators nationwide need to be aware of the NEA's excellent stand on this problem—"The Association will continue to resist any attempt to transform national assessment results into a national testing program. . . ."

—William H. Fisher, *associate professor, School of Education, University of Montana, Missoula.*

What Really Happened?

Re your interest in history that isn't history ("After All," October):

The theme of Josephine Tey's novel, *The Daughter of Time*, is that much of what we accept as fact or historical truth is not quite true.

A detective, flat on his back in the hospital, is bored. A friend suggests that he play a game that involves guessing the identity (or the character) of subjects of famous portraits. He, proud of his ability to read character in a face, goes along with the idea.

The friend shows him a portrait of a fourteenth-century nobleman. He studies the face and says it is that of a man who is sensitive and kind. The friend laughs as she tells him that he is looking at a portrait of Richard III.

This puzzles and irritates the detective. He is sure of his judgment, yet he "knows" what we all know about Richard III—that he was a monster. Unlike the rest of us, the detective trusts his own judgment and sets out to find historical records to prove that what we "know" about Richard III just isn't so.

The book is brilliant. I have used it with students and I believe that any teacher will find at least one student in high school who can benefit from it—and what is more important, enjoy it. I know of no other novel that does exactly this sort of thing in this readable, enjoyable fashion.

—William F. Gavin, *former teacher of English, Abington (Pennsylvania) High School.*

Thank you for your invitation to submit nominations of historical incidents that have been distorted.

Countless historical incidents have been handed down by word of mouth, and historians' inaccuracies regarding them are pardonable. Not so the inaccuracies perpetuated about the Lewis and Clark Expedition. This entire journey was one of the most carefully documented incidents in the history of our country. In addition to the journals of Captains Lewis and Clark, several other journals were kept. The original journals have been published and are available in many libraries. Yet the U.S. history texts by the major publishing houses don't even agree on the number of people on the Expedition. Texts and nonfiction books on the subject are full of errors.

How can writers sleep nights when they obviously haven't taken the trouble to go to sources as readily available as the Lewis and Clark journals? How can they simply go on perpetuating mythology which has about as much basis in fact as George Washington and the cherry tree? When one realizes how much inaccuracy has been published about this documented Expedition, it is terrifying to think what the so-called historians may have done where the source material may be a little harder to come by.

—Vivian Allgaier, *history teacher, Helena, Montana.*

Perhaps the most glaring instance of poor scholarship in Biblical history has to do with the visit of the wise men to the birthplace of Christ. In thousands of elementary schools and churches we depict this scene, complete with the three wise men. Yet nowhere does the Bible suggest that there were three wise men. The second chapter of Matthew refers only to "wise men from the East." Books and stories, though, have given the men names and described their homes and experiences.

Incidentally, how could wise men coming from the East be following a star in the east? Wouldn't the star have to be in the west?

—Ralph J. Erickson, *director of the Division of Education and Psychology, Virginia Union University, Richmond.*

The Missing Student

One thing missing from "Static in the Language Lab" (October) is the student. It seems to me that the truly audiolingual approach to language teaching, with its teacher-to-student interplay, is one of the few teaching situations in today's secondary schools wherein each child is important each day, if only briefly. For personality values, the audio method must be improved and fostered.

Let's restate the goals. Instead of insisting upon grammatical accuracy, let's have an audio program that truly emphasizes people and fun with language. It's a delight to teach, if teacher loves student more than subject matter.

—Rosalie Oldrieve, *teacher of Spanish, Westlake (Ohio) High School.*

Stick to the Point?

I object to what I consider to be the poor teaching practice described in the item, "Let's Stick to the Point," in the September "Idea Exchange."

How does the teacher who wrote it know whether a child's answer to a question is a good one or not? Maybe the answer was a perfectly good answer to the question the child thought he was answering, and the teacher just didn't understand why the child thought it was good.

I have taught for several years and have never ever had a child give me a bad answer to any question. Sometimes, if I haven't asked the right question, or if I've done a poor job of teaching or motivating, the child may respond irrele-

COMING

Opinions Differ: Middle-Class Values, two viewpoints

Pollution, a discussion by former U.S. Surgeon General Luther L. Terry

The School Lunch Program and the NEA, a dialogue between NEA President George D. Fischer and Pulitzer Prizewinning Reporter Nick Kotz

The 1970 Census Will Be Different, a detailed description of Census '70 by a Bureau of the Census specialist

Special Feature on Instructional Television, a group of articles spotlighting creative ITV approaches that are contributing mightily to learning

vantly. A little micro-teaching might do wonders for the teacher who gets the "wrong" answers.

I'd be interested in the reaction of other teachers to my comments.

—George M. Carnie, *vice-president, CFK Ltd., Englewood, Colorado.* □

NEA SPECIAL SERVICES

New Homeowners Policies

□ The NEA Special Services Division has just announced a new program: A homeowners plan cosponsored by the NEA and state education associations and underwritten by Horace Mann Educators, Springfield, Illinois.

To date, the associations participating in the program include Alaska, Arizona, Arkansas (AEA), Delaware, Georgia (GEA), Idaho, Illinois, Iowa, Louisiana (LEA), Maine, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, New York, North Dakota, Rhode Island, South Carolina, Tennessee, and Wyoming. Additional states are expected to announce cosponsorship in the next few months.

The new program provides teachers who own or rent property protection against financial losses caused by fires and other common perils.

While the homeowners plans are generally similar, they can be tailored to meet the individual needs of a teacher. There are five basic homeowners policies — Renters, Basic, Broad, Special, and Comprehensive.

The Renters policy covers personal property damage by such occurrences as fire, theft, explosion, and riots and includes liability coverage. The Basic coverage is the standard homeowners policy for young families who own small homes and for older people who live on reduced incomes.

The Broad policy extends the protection of the Basic policy to insure against many more perils and risks, such as damage to the home by cars owned or operated by the insured's family, by falling trees, or by weight of snow.

The Special policy is ideal for families who have homes furnished with valuable possessions.

The Comprehensive policy is the ultimate in package protection for the insured. It protects against all accidental losses to residence and personal property that are not specifically excluded in the policy.

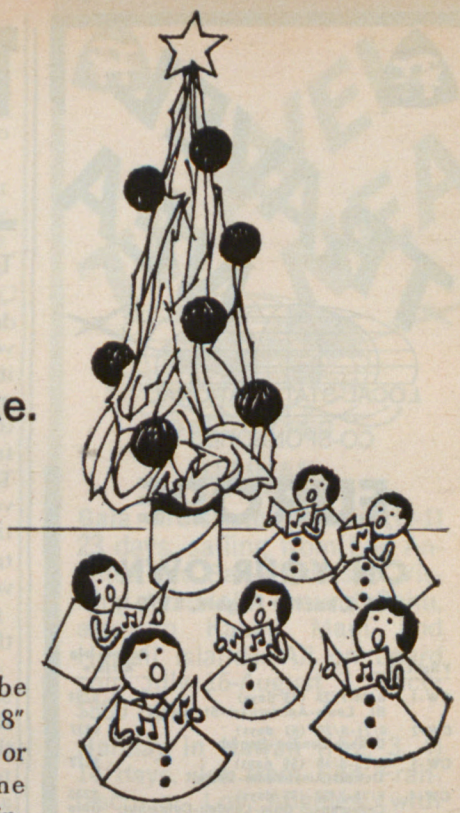
There are also several options which one may include in any one of the policies. The program is being offered for an overall low premium at a cost 15 percent lower than most rates, and fire insurance at a 20 percent reduction.

The cost, though it is low in many instances, will depend on several factors, such as previous loss experience and the number of kinds of perils which are being insured against.

Because of today's rising cost of living, it is extremely important to reevaluate total homeowners protection periodically to assure adequate coverage.

For details on the cosponsored homeowners program, write to NEA-State Association Homeowners Program, P.O. Box 1088, Springfield, Illinois 62701. □

CHRISTMAS TREE and little CAROLERS children can make.



Here is a holiday decoration for a table or mantel. Children love to take part in Christmas and this is something that is fun to do. And they will beam every time it is admired.

THE TREE is a cardboard tube about 1⅝" diam., cut down to 8" in height. Twist green tissue or construction paper into cone shape, about 4" from base to pinnacle. See sketch at the right.

Work in a little paste so that tissue paper will hold shape. Paste securely to tube leaving 2" showing below to serve as tree trunk. From magazines cut out some ornaments or draw and color some little angels and birds; chains of popcorn and cranberries, candy canes; paste on tree.

THE CAROLERS. These little folks are all made on the same order. Body for each is corner of a cardboard box. Paint a bright red for the carolers' costumes.

Roll pink tissue into a ball for head, working in some paste as you do this in order to keep the round shape. Paste on black, brown and red paper wigs. Paste head to body. Use red painted pipe cleaner for arms, hands pink. Paste song sheet to each set of hands. Fold lightweight cardboard or paper to prevent song sheets from flopping over. Draw music notes on front of sheets.

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TEACHER OPINION POLL

The 18-Year-Old Vote

☐ The past year has heard increasing demands for greater participation by young people in the conduct of affairs in our society. Among these is a movement to lower the voting age from 21 to 18. Two states, Georgia and Kentucky, already have the 18-year vote. Two others, Alaska and Hawaii, grant voting rights at age 19 and 20 respectively. Most states, however, retain the traditional 21 years of age as a basic voter qualification.

What do teachers think about giving the vote to 18-year-olds?

A recent Teacher Opinion Poll shows divided opinions, with a slightly greater proportion in favor of the 18-year-vote. About one-half the teachers favor lowering the voting age, about 40 percent are opposed, and the rest are undecided.

This survey asked a nationwide sample of public school classroom teachers: "Do you favor or oppose lowering the voting age to 18?" Respondents were asked to indicate separately their opinions regarding voting in local, state, and national elections.

Results were as follows. The differences in the distribution of opinions for elections at the three levels of government are too small to be statistically significant.

	Local Elections	State Elections	National Elections
Favor	49.1%	47.5%	47.6%
Oppose	40.5	40.8	41.2
Undecided	10.3	11.7	11.2

If the voting age were lowered to 18, citizens would receive the right to vote at approximately the same age as that at which they complete their high school education. This gives special interest to the views of high school teachers on lowering the voting age. Analysis of responses shows a greater proportion of secondary than of elementary school teachers in favor of giving the vote to 18-year-olds.

The difference in the opinions of elementary and secondary teachers also reflects another factor. More men teach in secondary than in elementary schools, and analysis of responses by sex shows a higher percentage of men than of women teachers in favor of lowering the voting age.

	National Elections			
	Elementary	Secondary	Men	Women
Favor	43.6%	51.5%	54.3%	43.9%
Oppose	43.5	38.9	38.6	42.7
Undecided	12.9	9.5	7.2	13.4

No significant difference appeared among the opinions of teachers in different geographic regions of the country. Opinions of urban, suburban, and rural teachers were also similar.

—NEA Research Division.

◆ *For further discussion of this topic, see the symposium on the 18-year-old vote beginning on page 34.*

RESEARCH CLUES

This regular monthly feature of brief research summaries is designed to encourage the teacher to become familiar with significant research in education and to conduct action research of his own.

Although knowledge of research findings in instruction can be helpful to the teacher in developing his own instructional program, he needs to remember that research studies on a particular topic do not always agree and that no single study or series of studies should be considered to reveal the final answer.

This month's summaries are based on reports in the American Educational Research Journal *for March 1965 and* Research in Education *for May 1968 and January 1969.*

Are experienced teachers or inexperienced teachers more open to trying new methods?

A study supported by the USOE Bureau of Research has found that the more experienced teachers may be more open to trying new ways of teaching than the less experienced ones. The study was made by researchers at the University of Texas Science Education Center, who analyzed an effort to change teachers' attitudes about a new science curriculum. The researchers reported evidence "that may be interpreted as suggesting that the longer a teacher has taught the more receptive he is to new approaches to teaching."

What teaching practices have a positive effect on the creative-thinking abilities of pupils?

A research study reported by Kenneth H. Wodtke of Pennsylvania State University and Norman E. Wal-

len of the University of Utah offered some support for the hypothesis that a high degree of controlling behavior by the classroom teacher has a detrimental effect on verbal creativity. The study compared the gains on creativity tests achieved by pupils of warm, permissive teachers with those of aloof, controlling teachers. The effect of teacher classroom control on a measure of verbal flexibility derived from the tests was marked.

The study in general agreed with earlier statements (Torrance, 1962; Getzels and Jackson, 1962; Parnes, 1963) that teachers encourage creativity by showing tolerance for the diverse ideas of their pupils and allowing the pupils more freedom to follow up their ideas—in short, by engendering in their classrooms a warm, permissive atmosphere with regard to pupil contributions and activities.

Wodtke and Wallen pointed out that if further research confirms their finding that a high degree of teacher control in the classroom adversely affects pupils' flexibility in thinking, it may be desirable for pupils to spend some time each school day in self-directed activities. Perhaps school administrators should also try to arrange pupils' schedules so that all pupils will have some contact with teachers who encourage their pupils to show initiative and diversity.

Has any extensive research been done on the characteristics and educational needs of urban disadvantaged pupils?

Yes. Elinor F. McCloskey of the Northwest Regional Educational Laboratory in Portland, Oregon, has synthesized 99 research reports on this subject. The research indicates that such children live in a world of isolation, limited experience, and rejection. Poor housing conditions, demoralizing neighborhoods, and disorganized family life all contribute to the general impoverishment of disadvantaged children.

The environment affects the children's health, attitudes, and values, and they develop feelings of inadequacy and antagonism. These attitudes, as well as the disadvantaged pupils' uncertainty about the value of education, are carried into the classroom and affect their academic performance.

While black girls generally achieve better than black boys, the reading achievement and IQ scores of all disadvantaged pupils reflect serious cumulative retardation. Considering their findings, the researchers say these scores are a reflection of the children's early experiences rather than a measure of their potential.

Moreover, disadvantaged pupils are negatively influenced by inadequate educational facilities and instructional materials. Slum schools are understaffed and have a high rate of teacher turnover, and teachers are often inexperienced and unprepared.

Finally, recent studies have shown that teachers' expectations and perceptions of pupils differ for white and black children, and for children of different social classes. Perceived by the teachers as intellectually limited and misbehaving, the lower-class children will subsequently achieve less and behave less satisfactorily. □

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TEACHERS' CRUSHES

What should you do about them?

SIDNEY BERMAN, M.D., *psychiatrist and psychoanalyst in private practice, clinical professor of psychiatry, George Washington University School of Medicine, Washington, DC.*

The marginal comments in this special feature are by RAPHAEL MINSKY, *supervisor, Division of Psychological Services, Montgomery County, Maryland, Public Schools;* SPARKLE CROWE, *director of pupil personnel services, Indiana State Department of Public Instruction, Indianapolis; and* ELLIOTT PARKER, *chairman, Social Studies Department, Taft High School, Los Angeles City Schools.*

The teacher is the natural recipient of a wide range of emotional responses of all children, and these responses need to be dealt with in such a way as to enhance rather than interfere with the primary goal of educating the child. Most learning theory does not take into consideration or emphasize strongly the emotional climate that the child creates covertly in the educational situation and that constantly influences what is going on in that situation.

Many children, sad to say, respond to the teaching experience with indifference or hostility rather than with a very positive feeling. We occasionally have the opposite extreme, however, where the child

Dr. Minsky: The formal educational process provides few opportunities to explore true feelings, to learn how to deal with them, to learn to respect them, to learn how to control them. We need teachers who understand the basic principles of human growth and development, particularly the psychosocial development of adolescence, which is a critical stage.

Mrs. Crowe: All behavior is a manifestation of some need that the child, or any individual, has. I think that a child who has a crush on another person is displaying a need for security, for recognition, for affection, which perhaps he doesn't get at home.

Mr. Parker: Since crushes are likely to involve the new young teacher, it is important for supervisory personnel to become very conscious of the need to discuss this with the teachers they are working with—whenever it is appropriate. Or else the teacher-preparation programs should treat it.

Mrs. Crowe: The hostilities are just as difficult to handle as the crushes, often more so.

Dr. Minsky: The crush is not exclusively heterosexual. Often the younger child will become attached to a teacher of the same sex, and on occasion the adolescent will, too.

Mr. Parker: Teacher and student should end up with a friendly relationship of mutual respect. The youngster should not be made to feel rebuffed, because this might have harmful emotional consequences.

develops an intense attachment to the teacher. This does not necessarily mean that his teacher is an unusual person who is inspiring the child. It may simply mean that the child is not receiving sufficient emotional gratification elsewhere and is attempting to receive it from the teacher.

I think the teacher has to be aware not only of how to treat the overdetermined reaction of a crush, but also has to be very sensitive to the child who does not respond, who withdraws, or who is hostile.

There are two periods in a child's development when he will at times show a strong infatuation with the teacher. The first period occurs around the ages of five and six and seven. Little ones are then giving up a closer relationship to their parents, and they transfer to the teacher these feelings of affection.

This is the normal experience. Indeed, it is positive if at the same time the child has a wholesome relationship to the parents. That child will end up working for sublimated reasons. But some children —those with an inordinate need for love—cannot relinquish their powerful attachment to the parents and will likewise show an intense desire to be close to the teacher. This may flatter one teacher; but another teacher may misconstrue it or be made uncomfortable by it. In either case the teacher may fail to use it to advantage, to encourage a positive, benevolent orientation to the learning experience, per se.

Mrs. Crowe: In junior high, you see hero worship. Girls frequently get crushes on the coaches. Or it might be a boy with a crush on a young woman teacher he especially admires; maybe he's just projecting and thinking in terms of the kind of girl friend he'd like to have.

We next find crushes occurring during early and middle adolescence. Here, too, there is a shift in emotional relationships. Emotional gratification, rather than being sought largely from the family, is more looked for outside the family. This is necessary for the child's development, to enable him to break from childhood ties.

Again, some youngsters will show an overdetermined attachment to a teacher. If the teacher responds intensely to it himself, then he is supporting a deviant involvement that can interfere with the learning experience—for everyone. Young people are extremely sensitive, and when they feel that a teacher is making a big investment in one or two students to the neglect of the others, they resent it and give less to the learning situation than they otherwise would.

Mr. Parker: The teacher would be wise to be alert to the possibility of seeming to be extra friendly or to be doing some special things for a youngster who shows crush symptoms. Actually, every teacher should be careful not to play favorites, because this affects the total classroom.

The teacher should accept the crush in a benevolent, objective way without embarrassing or humiliating the student. He should maintain his role in regard to the teaching goals, the assignments, the work that needs to be done—in an atmosphere that stimulates interest in education rather than the personal situation. This will help the child contain his feelings.

Dr. Minsky: The teacher's primary responsibility is to see to it that the child doesn't get hurt, is not wounded.

Some teachers try to respond as parent surrogates to children who seem to be having emotional difficulties. It is impossible for such a response to provide meaningful support because these disturbed children usually have such a distorted basic organization in their home lives that although the teacher's involvement may tend to draw them away from the problems that exist in their homes, it will not solve those problems. Furthermore, because of their emotional difficulties, these children will neither be able to work through the reality of the home problems nor to function effectively in their relationship to the teacher.

Dr. Minsky: I have observed that children sometimes have crushes on teachers they regard as models with whom they wish to identify. The very bright and creative student, particularly one who is goal-directed, can have a crush on a teacher of either sex who is the possessor of vast amounts of knowledge. This interests and excites the student. He might not even think about the teacher's physical or emotional characteristics, but only about the knowledge the teacher has and is able to share.

On the other hand, every normal child does need parent surrogates who encourage his emotional maturity and facilitate his transition to adulthood. And a good teacher is a wonderful parent surrogate because he nurtures the child's development and doesn't contaminate it by an emotional involvement.

I would speculate that the child who lacks surrogates would feel an alienation that later might erupt seriously as discontent with the social system, a phenomenon that, of course, we are now seeing

far too much of. (I am speaking here of discontent without constructive purpose.) Today, parents do not have the support of collateral family relationships in the upbringing of children, and many are unable to help their children in the process of socialization.

But, back to crushes. The fantasy life of children may play havoc in regard to what they think the teacher is and to how they think the teacher is responding. Simply as an example of the need for sensitive understanding, I'm reminded of the male teacher in *Up the Down Staircase* who was so unreceptive to the strong attachment one of his girl students felt for him that he caused her to attempt suicide. A teacher like that, who protects himself with cold detachment from the crush, may shatter the child's feelings. At the other extreme are the teachers who, lacking sufficient emotional gratification in their personal lives, respond to the inordinate needs of students in an inappropriate way.

In dealing with a violent crush, the teacher should meet it frontally in a benevolent way, without embarrassment. By recognizing its psychological significance and discussing it objectively, he makes the youngster more comfortable about his feelings and about the learning experience. Otherwise, the youngster's fantasy life will continue to distort the relationship with the teacher. Kindly confrontation helps the student overcome his difficulties. If the teacher says nothing, then the fantasy life will go on and will be an interference to the teaching experience, both for the teacher and for the student.

I think that teachers, male or female, have to be factual in the confrontation, without brutally hurting the young student. They should explain the crush as being an expression of the student's strong needs. They should define its ill effect—how it interferes in relation to the purpose for which the student is in school. They should show respect for the student's feelings but at the same time encourage him to make education his primary concern until such time as he can find his affection in a more realistic way elsewhere.

When one is honest about feelings of closeness, even when they're intense, and neither ignores nor becomes deeply involved with them, one has a better opportunity to put them in proper perspective. Handled in the right way, the crush can be a positive growth experience for the student. (Actually, I feel sorry for those who go through life without ever having a crush, because they are usually the ones who can never feel close.)

If the crush is not handled at all, it leaves a residue of guilt and sensitiveness that blocks future relationships. So the teacher, as the recipient of the full range of emotional reactions of the youngsters he teaches, should accept the responsibility of dealing with the intense crush in a way that facilitates the educational experience.

ROBERT GIBSON, *social studies teacher, Maplewood Junior High School, North St. Paul, Minnesota.*

I think crushes are much less of a problem for older teachers than they are for the young ones, because as students get to know the teacher and learn that he or she is married and has a family, this tends to prevent the crush from developing.

During my own career, I have confronted the problem only once. In the fall of my fifth year of teaching, I grew aware that one of my seventh grade students had a special interest in me.

A physically mature girl of twelve or thirteen, she appeared somewhat withdrawn and bashful at first; whenever she looked up or caught my eye, she blushed fiercely and seemed uneasy in the classroom. As she got over her shyness, however, she would ask rather silly questions in class just to get my attention, and after school and between classes she always seemed to be hanging around the room.

Dr. Minsky: I feel that the adolescent's questioning of the current mores and values is a healthy thing.

Dr. Minsky: Teachers should be extremely cautious about what they contribute to the fantasies of adolescents. They should take great care not to be suggestive, not to be provocative, not to arouse false hopes or to lead students into an emotional episode that can only end up in great pain.

Mrs. Crowe: Maybe these teachers should look at themselves. Maybe they have some needs. Maybe they are lonely and welcome attention from the student. Perhaps subconsciously they are even encouraging this kind of student.

Dr. Minsky: There are many manipulative youngsters, both male and female, who are testing reality, who are exploring a full range of experiences and making a game of it. I am sure many adolescent boys, in their fantasies about masculinity, would like to feel that they could seduce an attractive female teacher. And I'm sure the teacher is aware of it. By their behavior, certain teachers doubtless allow this to evolve into a game.

Mr. Parker: Some persons like to brag about sexual conquests. This begins to show up among youngsters in school. You can have a youngster (the cases I have heard of involve girls rather than boys) who wants to build an image of being attractive to a given teacher, usually a teacher whom other youngsters consider attractive. So once in a while you will find a girl who implies to her friends that such-and-such a teacher has a special interest in her.

Mrs. Crowe: I would caution teachers not to overreact. The main thing is that the teacher understand that the crush behavior is a manifestation of something that the child needs and is trying to find. It's not unwholesome in any way, really. I never think that.

Dr. Minsky: If teachers don't respond verbally to a crush, then, in essence, they are reinforcing the attachment because they are acknowledging its existence anyway through implication.

Mr. Parker: I agree that it is the young and glamorous teacher with a sympathetic personality who is most likely to have this particular kind of problem.

Dr. Minsky: Females are more attuned to visual perception; they're more easily stimulated by things they see which tie in with their creative fantasies. It is more likely that girls would have crushes on their male teachers than that the boys would have crushes on their female teachers —if you look at the phenomenon from the standpoint of emotional maturity.

Dr. Minsky: Faced with a crush, a teacher can be immobilized or become more seductive or grow hostile or recognize the crush for what it really represents and handle it with little difficulty.

Mr. Parker: As for involving the parents, I think that would have to be played by ear.

Mrs. Crowe: First and foremost, I would admonish teachers not to talk about a student's crush with their fellow teachers or administrators or anyone like that. The matter is very personal, and the two individuals concerned—the teacher and the student—can resolve it.

Dr. Minsky: I strongly advise teachers to deal openly with a student about a crush, although there is always a danger in acknowledging its existence. If a teacher doesn't do it properly, he can really encourage an attachment.

Dr. Berman: A teacher is absolutely right in keeping his door open. Doctors and ministers also know this.

Dr. Berman: It is good for the teacher to achieve a reasonable degree of objectivity in trying to nurture the kind of emotional climate that will serve the purpose for which he and the students are in the classroom.

Mrs. Crowe: As a counselor, I feel that the interpersonal relationship between students and teachers and teachers and administrators is the heart of our educational process.

Dr. Berman: A firm, objective, affectionate relationship of closeness—but free of overdetermined responses—helps in the learning situation. This is a prerequisite for learning. The difficulty is in striking a middle ground in terms of closeness; we don't know how in our society. And yet this closeness is a need of every human being from birth on. It creates the climate in which children can be nurtured most effectively.

Mr. Parker: A teacher who cultivates crushes is a problem, a burden to the rest of his colleagues in the profession. Sometimes we can't be sure behavior is intentional because we really don't have any proof, and nobody is willing to take a stand on the matter. But if we are really sure something unhealthy is going on, we may have an obligation to make an issue of the problem in self-defense of our faculty and profession. In some cases we may have a relationship permitting us to raise the question directly with the teacher involved. In others it may be kindest to all concerned to involve the school administration in handling the matter.

Mr. Parker: I remember just such a case in which a girl sought opportunities to see her school counselor, who was a man, and pretty soon she began coming out of the little conference room making a show of straightening her clothes, checking her general appearance, and so on. Sometimes a counselor can't leave the door open because he doesn't want whatever is being discussed to be shared with the whole student body.

Dr. Minsky: As an adjunct to formal academic training for the teacher, there should be in-service days devoted to understanding the crush, to learning how to assist adolescents in channeling sexual feelings into socially acceptable modes of behavior.

Mrs. Crowe: I would say that this is probably too often neglected in the orientation of young teachers. I think it would be appropriate for the counselor to have group sessions with teachers for **all** of their interpersonal relationships with students—not just the crush aspect.

Two or three times a week this girl would stroll in front of my house. I checked her record card and found that she lived quite a long distance from me, and I could see no reason at all for her to be in my neighborhood, because the street didn't lead to a shopping center or anything like that.

I saw the possibilities of problems and felt I had to do something to stop the momentum of the thing. If I had it to do over again today, perhaps I might have a talk with her parents, although I wouldn't come right out and say, "Your child has a crush on me."

As it was, I felt capable of handling the situation by myself, without discussing it with the girl's parents, the counselor, any other teacher, or the girl herself.

Instead, I tried to influence her indirectly. I spoke to the class about the role of the teacher and of the parent, and I made it very clear that I was a father. As much as possible, I avoided giving any undue attention to this girl. Yet I was in no way unkind to her in class when she began to demand more attention; I didn't try to cut her off. I was careful of her feelings. I always said hello to her in the hall. I made a point of not being alone in the room with her. If she came in when no one else was around, I would walk out into the hall. Of course, I always leave my classroom door open and wholeheartedly recommend that others do the same.

Eventually, this student's infatuation died a natural death. It just faded away, and I never had to make an issue of it with her or talk to her about it at all. As I had presumed, she outgrew it. The following year and the year after that, we would say hello in the hall, but I sensed no undue feeling on her part. And she never came to my room or hung around an area where I might be.

Perhaps I am overcautious, but ever since my experience with that particular student I begin with a new class by giving a good résumé of my own background. I try to explain my role as a teacher and I let them know that I treat everyone impartially. I say that I also play another role as head of a family and that outside of the classroom I enjoy doing things that any ordinary adult likes to do. Then we discuss their role as students, and I say what I expect of them and what I, as a teacher, feel their attitude toward me should be.

I prefer starting out on a somewhat impersonal basis. I don't believe in trying to establish a very personal relationship in the beginning, one that's just too, too friendly. I'd rather simply let a feeling of closeness develop as the school year progresses.

As a matter of fact, I believe that overfriendliness on the part of a teacher—maybe too much after-school association—encourages crushes. Perhaps the overfriendly teacher actually enjoys encouraging them. Certainly if they are continually happening to one teacher, something is amiss. And if such crushes were to involve students I knew, I think I would feel a certain obligation to look into it a little and talk with that teacher. Lead into it, perhaps, by asking about those students and then make a few suggestions.

Of course, you occasionally hear of a case in which a student—usually a girl—suggests that a teacher of the opposite sex has made advances toward her when, in fact, this is completely untrue. Maybe the girl has an extremely vivid imagination or craves excitement, or perhaps she is deliberately trying to compromise the teacher out of pure malice. This sort of thing is a real danger that the young teacher, particularly the male teacher, should be alerted to. Conceivably, a teacher's career could be ruined by a false charge of this sort.

It seems to me that when teachers are in training, more attention should be paid to crushes and related phenomena, so that the prospective teacher will know of the possibility of their occurrence and will have some idea of how to cope with them. □

OPINIONS DIFFER

Kibbutzim for the Disadvantaged

BEATRICE R. METALITZ, *kindergarten teacher, Oakland Terrace Elementary School, Silver Spring, Maryland; principal, the Non-Affiliated Jewish Sunday School, Kensington, Maryland.*

On every side, teachers are confronted with children who can't learn in our schools—especially those children who come from slum neighborhoods. Much of the money and effort poured into making changes in our educational methods has turned out so far to be too little, too late.

Even crash programs for the cradle crowd have proved largely ineffective, for the child learns first from his family, and his learning patterns are established in the home before he goes to kindergarten, Head Start class, or nursery school. In the case of the ghetto child, his parents are so caught up in the deprivations of poverty that they often cannot equip him with values conducive to learning in our schools.

Perhaps the time has come for us to try a dramatically different method with such children—communal child rearing. This method has been tried with considerable success in Israel in the collective societies called kibbutzim. When the kibbutz program was first started in the early 1900's, Israeli parents in the kibbutz had many problems that are similar to those of parents who live in our ghettos today. They are:

1. Deficient housing. The Israeli pioneers lived in flimsy tents under primitive conditions. Their children needed something better, substantial housing and sanitary living conditions. The parents couldn't afford this for themselves, but for their children, it was a must. (Slum dwellers in this country live in crowded, rat-infested ghettos. New public housing is scarce, and, for a variety of reasons, quickly becomes abused and deteriorates. Better housing should be provided for slum children immediately, even if it cannot be provided for their parents at the same time.)

2. Inadequate diet. The collective settlements were poor. Funds had to be used to buy equipment and machinery so the community could turn the barren land into productive farms. Adult rations were at a subsistence level, but the children had to have a nourishing diet for healthy growth. (Slum parents, too, are poor, but their children must not be permitted to suffer from malnutrition.)

3. Women's economic role. In every kibbutz, the labor of every member of the settlement was sorely needed to drain swamps, reclaim deserts, and make the land productive. While each mother could not spend her time caring for her children, their welfare was not sacrificed. (The slum mother, because her skills are sometimes more employable than her husband's, is also a working mother and she, too, must have assurances of adequate care for her children.)

4. A change of values. This is perhaps the most important similarity. The kibbutz parents had themselves been children of the ghetto. Their values were fashioned in a minority environment. Hazardous situations forced them to become facile at accommodating themselves. In Israel, these newcomers wanted to break with the past. They wanted to develop a confident self-assured generation for the new homeland. (The slum parent is faced with the same need to develop a generation that can escape the debilitation that results from a ghetto environment.)

Recently, I visited four Israeli kibbutzim—one in the hills of Galilee in the north, one near the Mediterranean shore, another near a large city, and a fourth in the desert in the south. They differed in their child-rearing methods as vastly as they differed in geography. However, I found some characteristics generally true in each of these kibbutzim.

Children are raised communally with their peer group. Babies live in the nursery from the time their mothers return with them from the hospital. Then, they progress to the toddler's house and from there to other houses appropriate to their age—always moving with their peer group.

The kibbutz provides facilities and personnel for the children's changing needs as they develop into adulthood. Settlement members who have been specially selected and trained for their role in the child-care process staff the children's houses: Teachers; nurses; nutritionists; and metaplot (usually women, 21 to 35, who provide care, socialization, and education) make up teams that are immediately responsible for the children's daily welfare. But in reality the children are the responsibility of the whole community. The parents, as members of the kibbutz, help set the goals for child rearing.

Parents work all day at their jobs in the settlement. The work may be in the fields, in the communal kitchen, or in the communal laundry. Since parents' cottages require only minimal housekeeping care, and since such things as meals, laundry, and mending are provided on a communal basis, mothers and fathers

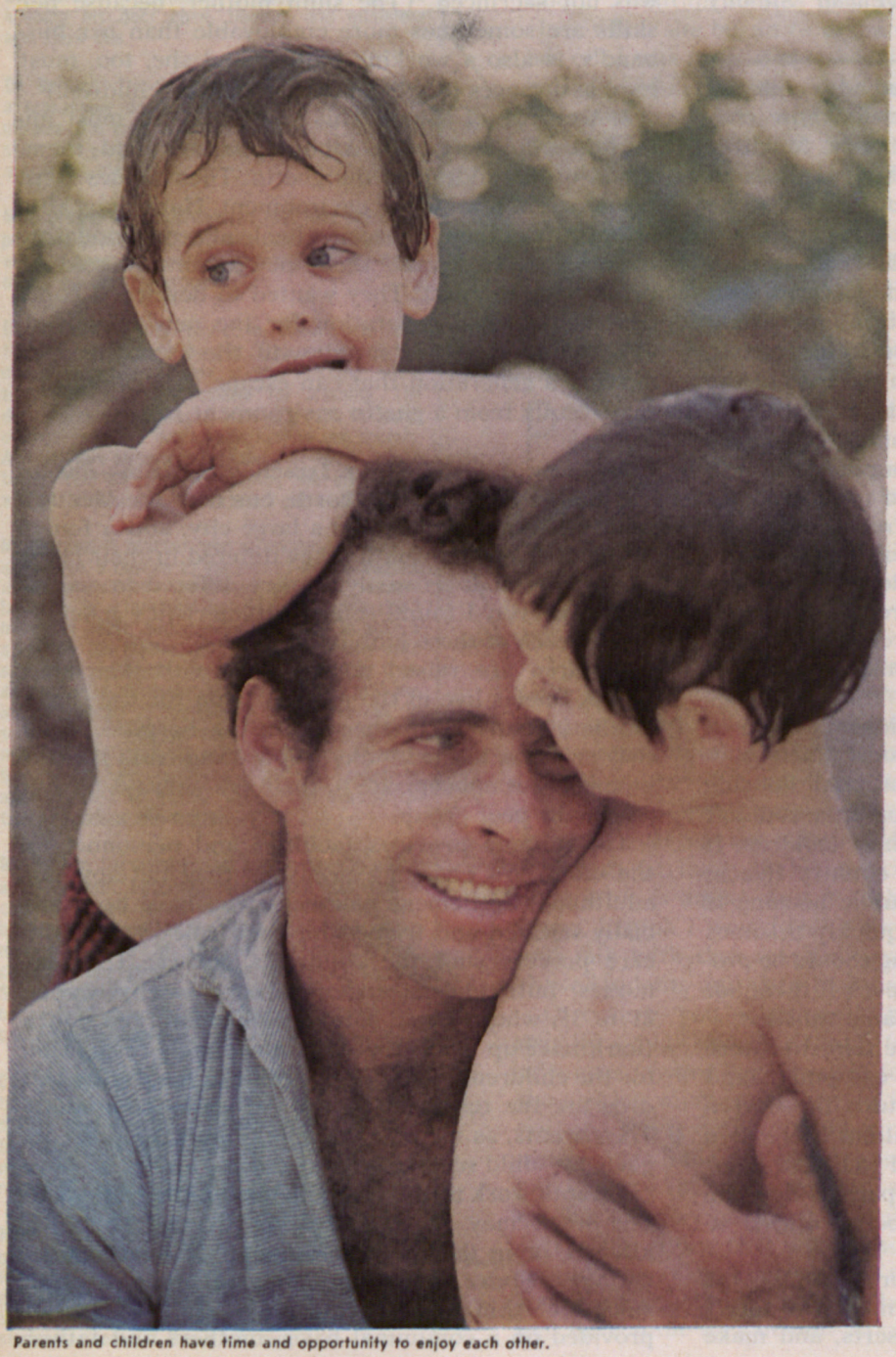
are free after work to visit with the children and to pursue recreational and hobby projects with them until the evening meal is served in the communal dining room. (Adults eat their meals together, and children eat with their peer group.) In many kibbutzim, children sleep at home.

Children visit their parents' cottages too. During my trip, I was impressed to find that teen-agers voluntarily come to socialize with their parents each day. I saw parents and children working on a tile mosaic for the social hall, constructing play equipment, and even building a harpsichord.

The children are the pride of the whole kibbutz, and all adults serve in an avuncular role. Community devotion to the needs of the children is limitless. In one kibbutz in the Negev desert, I was surprised to see a four-year-old girl spraying precious water into a sandbox. In that parched area of Israel, it seemed tantamount to a criminal offense. When I commented on it, a kibbutz adult assured me that the kibbutz allotted some of the rationed water for this purpose.

In the kibbutz, there is no demarcation between education and living. The school is the community and the community is the school. Everything the child learns, the community needs to have him learn. Little tots know that their work is needed and useful. For example, the products of the children's farm are marketed right along with the rest of the harvest.

Socially each child is secure in his relations to his peer group. He has no fear of loneliness. There's no



Parents and children have time and opportunity to enjoy each other.

LESLIE Y. and KAREN RABKIN say:

What can we learn from the kibbutz experience? Can we integrate collective education into our social and economic structure? Is it a panacea for educating the poor? We think not. We cannot translate this socialization system into American terms. To do so we would need a basic overhaul of the goals of our society. To release children into our individualistic, competitive society after rearing them collectively, emphasizing cooperation and responsibility for one's group, would be too much of a psychological jolt. ...Kibbutz education [is not] based on cutting parental ties, a notion implicit in many proposals for using the kibbutz model with poor children. The child may suffer painful and destructive conflicts unless he sees the family and the collective as allies and collaborators.

But we see other possibilities . . . . The kibbutznik has a deep sense of belonging to his kibbutz and his country. The privatization of our family life may counter this belongingness. We may find that if we expose our children to meaningful group experiences in early life, we will give them a sense of integration in something beyond their family, enabling them to identify with the community and the nation.

—From "Children of the Kibbutz," *Psychology Today*, September 1969. Copyright © 1969 by Communications/Research/Machines/Inc.

need for competitiveness or possessiveness about people or things. All property is collectively owned. Each child knows his role and is eager to do his best for his kibbutz and his country.

Of kibbutz-reared children, about 85 percent elect to apply for kibbutz membership after their army service. They either return to their settlement or join with their peers in forming new kibbutzim. Membership is always voluntary. Any adult is free to leave at any time, but very few do so because they believe that the kibbutz way is the best way to live. While only 4 percent of the Israeli population lives in collectives, the kibbutz supplies more than its proportional share of national leaders.

Now it must be asked, Why not try communal child rearing for ghetto children in the United States? To many, advocating separation of mother and child is shocking. Foremost among the horrified will probably be the middle-class working wives who have entrusted the upbringing of their own children to the tender ministrations of untrained, although devoted, cleaning women—perhaps the very domestics who are the mothers of those children that cause so many educational problems. At the other end, I anticipate, will be outraged militants of various minority groups. For those of us who are in between, let us see how this communal child rearing might be approached.

It doesn't require the wisdom of Solomon to know that the real mother, if she has a choice, wants the best food, housing, medical care, education, and social environment for her child. The ghetto mother can't provide them on her own, but she can join with others in providing a good, total environment for her child. One building and a small, qualified, round-the-clock staff would be the basic requirement.

Since the ghetto parent has many of the same economic, cultural, and psychological handicaps to overcome as did the founding kibbutz members, ghetto leaders may very well come to see collective child rearing as a solution to the myriad problems that plague their society.

In case the zeal and purpose that fired the pioneers in Israel may be missing from our slum people, substitute inducements can be found. Parents might be willing to enroll their children in residential schools if they were given the incentives of financial allotments and transportation for daily visits with their children.

Eventually, minimal housekeeping units could be built near the children's house. Communal dining and recreational facilities for the parents could also be provided. And, most important, small industries could be developed so that parents could earn their livelihood in the collective.

Instead of disrupting the family organization, voluntary, communal child rearing can strengthen the family sociologically as well as economically. Cultural and psychological confidence can develop in such a community-oriented educational system. And I would hope that, as in Israel, communities of varied cultural backgrounds could be integrated into a unified nation with high educational goals and achievements.

The Israeli kibbutz found a solution and influenced basic value changes in just one generation. Scholars and researchers indicate that the changes are generally good.

Here in the United States, we must believe that the vicious cycle of poverty can be broken. Perhaps we can effect a change in less than a generation. The time has come to try, and we must begin at the beginning—at birth. □

BRUNO BETTELHEIM says:

There are strong psychological reasons why kibbutz mothers are ready to accept the communal rearing of their children, while [American] ADC mothers [those receiving aid to dependent children], for example, might resist.

Comparing briefly the kibbutz mother's situation with that prevailing in many of our slum homes, particularly those of the unmarried or ADC mother, the two emerge as distinctly opposite. The woman who has joined the kibbutz from the outside (but not the one born there) fears her damaging impact on her child. She feels also that mothering and its emotional obligations would interfere with her deepest aspirations in life: to be, live, and work as freely as a man.

For the ADC mother, handing her baby over to others is usually a deprivation. She finds her only, or most available, emotional satisfaction in mothering her newborn. Partly this is because she despairs of her chance to take her place in the community, in the work world. Thus while communal child rearing permits the kibbutz mother greater emotional satisfaction, it may do the opposite for the ADC mother. She may see it not as freeing her for a variety of satisfactions outside of the home, but as depriving her of the most readily satisfying experience she knows.

Finally, the kibbutz mother who hands her infant over to communal education does so expecting that the child will grow up to share this communal life with her and all her comrades. The ADC mother, much as she wants her child to have a better life, fears that handing him over to an educator means he will grow up and leave her behind; or worse, he will look down on her and her life with little understanding or compassion. . . .

This is not to imply that it is better for the child of the ADC mother to be reared at home, when he could be reared in something akin to the communal settings of the kibbutz. As a matter of fact, I tend to believe that such a radical change would best resolve the problem of our slums, and in short order. I believe it just because the kibbutz example has shown me it is possible to create a viable personality type wholly different from that of the parents, in a single generation. What I wished to stress here was merely a radical difference in attitude that may make it easy and attractive to separate mothers from children in one case, and hard to accept in the other.

—From *The Children of the Dream.* Copyright © 1969 by the Macmillan Company.

THE PO

ROBERT S. McNAMARA, *president, World Bank Group; former U.S. Secretary of Defense.*

☐ **One-third of mankind today live** in an environment of relative abundance. But two-thirds of mankind—more than 2 billion individuals—are entrapped in a cruel web of circumstances that severely limits their right to the necessities of life. They have not yet been able to achieve the transition to self-sustaining growth. They are caught in the grip of hunger and malnutrition, high illiteracy, inadequate education, shrinking opportunity, and corrosive poverty.

The greatest single obstacle to the economic and social advancement of the majority of the peoples in the underdeveloped world is rampant population growth. While solution of the population problem will in no way substitute for the more traditional forms of developmental assistance—aid for economic infrastructure, aid for agriculture, aid for industrialization, aid for education, and aid for technological advance—nothing would be more unwise than to allow these projects to fail because they are finally overwhelmed by a tidal wave of population.

Population increase is simply the increase of births over deaths. For most of man's history, the two have been in relative equilibrium; only in the past century have they become seriously unbalanced. It required 1,600 years to double the world population of 250 million, as it stood in the first century A.D.; the more than 3 billion on earth today will double in 35 years, by which time the world's population will be increasing at the rate of an additional billion every 8 years.

If the population should continue to increase at this rate, a child born today and living on into his seventies would know a world of 15 billion; his grandson would share the planet with 60 billion. Six and a half centuries from now—the same period of time separating us from the poet, Dante—there would be one human being standing on every square foot of land on earth, a fantasy of horror that even the *Inferno* could not match.

Such projections are, of course, unreal. They will not come to pass because events will not permit them to come to pass. Of that we can be certain. What is not so certain is precisely what those events will be. They can only be mass starvation, political chaos, or population planning.

If we are to reject mass starvation and political chaos as solutions, then there are only three imaginable ways in which a nation can deliberately *plan* to diminish its rate of population growth: to increase the death rate, to step up the migration rate, or to reduce the birthrate.

No one is in favor of the first choice. On the contrary, under the impact of public health programs, death rates are falling throughout the underdeveloped areas. Even such simple medical improvements as better sanitation, malaria suppression, and widespread vaccination bring on a rapid and welcome decline in mortality.

The second choice is wholly inadequate. Increased migration on any scale significant enough to be decisive is simply not practical. Countries concerned about their own future crowding are understandably disinclined to add to it by accepting more than a limited number of foreigners. But the more important point is that the continually expanding increment, on a global basis, is already so massive that migration as a solution to population pressure is manifestly unrealistic. We can put men on the moon, but we cannot migrate by the millions off our planet.

This leaves the third choice: a humane and rational reduction of the birthrate.

Is it feasible? It is.

Is it simple? It is not.

Is it necessary? Without question, because the consequences of continuing the present population growth rates are unacceptable. Let us examine those consequences.

The first consequence of rapid population growth piled on top of an already oppressive poverty can be seen in the gaunt faces of the hungry. One-half of humanity is hungering at this very moment, and thousands will die today of that

This article has been excerpted from an address by Secretary McNamara at the University of Notre Dame, May 1969.

Up to 25 copies of the full text of the address may be obtained on request, free of charge, from the Office of Publications, World Bank, 1818 H Street, N.W., Washington, DC 20006.

hunger; they will either simply starve to death or they will die because their diet is so inadequate that it has not protected them from some easily preventable diseases.

Most of the thousands who are dying are children, and they are dying needlessly. Perhaps, though, they are more fortunate than millions of other children who, suffering the same malnutrition, do not die but live languidly on, stunted in their bodies and crippled in their minds. We know that during the first four years of life nutritional deficiencies can cause irreversible brain damage that can result in as much as a 25 percent impairment of mental ability.

What is particularly tragic about this is that when such mentally deprived children reach adulthood, they are likely to repeat the whole depressing sequence in their own families. They perpetuate mental deficiency not through genetic inheritance, but because as parents they are ill-equipped to understand and hence to avoid the very nutritional deprivations in their own children that they themselves suffered.

Hunger and malnutrition forge a chain of conditions that spiral the total human performance dismally downward. Alertness, vitality, en-

ergy, the ability to learn, the desire to succeed, the will to exert an effort—all these inestimable human qualities drain away.

The population explosion's corrosive effects on the quality of life do not end with hunger, but range through the whole spectrum of human deprivation. With entire national populations, already caught up in the dilemmas of development, now doubling in as short a time as 20 years, there is a chronic insufficiency of virtually every necessity.

Current birthrates throughout the emerging world are seriously crippling developmental efforts because governments must divert an inordinately high proportion of their limited national savings away from productive investment simply in order to maintain the current low level of existence. If the number of children in the total population—as a result of high birthrates—is very large, a nation is under the compelling necessity to expend ever-greater resources simply to keep its people from slipping beneath minimum subsistence levels. A treadmill economy tends to emerge in which the total national effort will exhaust itself in running faster and faster merely to stand still.

More and more classrooms must be built; more and more teachers must be provided; more and more vocational training facilities must be established. But despite all this effort, both the quantity and quality of education will inevitably decline. It simply cannot keep pace with the mounting waves of children. Thus, one of the prime movers of all human development — education — is sacrificed.

Further, as ill-educated, perhaps wholly illiterate, children reach the age when they ought to become producers in the economy, they are engulfed by the hopelessness of unemployment. In many of the world's shantytowns, 50 to 60 percent of the adolescents are out of work. Not only are these youngsters unequipped for the jobs that might have been available, but the total number of meaningful jobs tends to decline in proportion to the population simply because the government has been unable to invest adequately in job-producing enterprises. The capital that should have been invested was simply not available. It was dissipated by the ever-rising tide of additional children.

The question of population planning presents certain precise and painful moral dilemmas. Quite apart from these, however, there is a vague and murky mythology that obscures the essentials of the problem, but, worse still, it builds barriers to constructive action.

One of the more irrational premises of the mythology is the generalized assumption that more people mean more wealth. As with all fallacies, there is a deceptive substratum of plausibility to the thesis. Rapid population growth has often been regarded as a symbol of national vigor. It provided, so it was believed, the foundations of a more powerful military establishment, an economically advantageous internal market, a pool of cheap labor, and, in general, a prestigious political place in the sun.

In the underdeveloped world, nearly every one of those generalized assumptions is false. Because rapid population growth tends seriously to retard growth in per-capita income, the developing nation soon discovers that its economic vigor is diminished rather than enhanced by the phenomenon of high fertility. The hoped-for economic market becomes a mere mass of discontented indigents, without purchasing power but with all the frustrations of potential consumers whose expectations cannot be met.

"Cheap labor" in such countries turns out not to be cheap at all. Sound economic growth requires technological improvements, and these in turn demand higher levels of training than the strained government resources can supply. Though individual workers may be paid lower salaries than their counterparts abroad, their efficiency and productiveness are so low that the nation's goods are often priced out of the competitive export market. The "cheap" labor turns out to be excessively expensive labor.

Even the argument of expanding the population in order to provide a powerful military force is suspect —not merely because the expansion of one nation's forces will, in time, lead to a reactive expansion of its neighbors' forces, but also because modern defense forces require an increasing ratio of educated recruits rather than mere masses of illiterate troops.

As for political prestige, nations caught in the catastrophe of an uncontrolled population growth do not enhance their position in the family of nations. On the contrary, they find it slipping away as their once optimistic plans for progress turn inevitably to the politics of confrontation and extremism.

Akin to the myth that more people mean more wealth is the notion that countries with large tracts of uninhabited, open land have no need to worry about birth rates, since there is ample room for expansion. The patent fact is that mere open land does not, in and of itself, support a high rate of population growth. Such open land, if it is to become the home of large numbers of people, must be provided with a whole panoply of heavy government investments—investments in roads, housing, sanitation, and agricultural and industrial development.

The sound economic argument is quite the other way round. What such raw space requires first is not surplus people but surplus funds for investment. And it is precisely surplus people in a developing economy that makes accumulation of surplus funds so incredibly difficult.

What is equally overlooked is that a rational restraint on fertility rates in an emerging country never implies an absolute reduction of the total population. It simply hopes for a more rational balance between birth and death rates.

A still more prevalent myth is the misapprehension that official programs of family planning in a developing country are wholly unnecessary, since the very process of development automatically leads to lowered birthrates. The experience of Europe is cited as persuasive proof of this theory, but the proof is no proof at all, for no comparable circumstances exist between what happened in Europe's early period of modernization and what

is happening in the emerging world today.

Furthermore, it required some 70 years for Europe to reduce its birthrates to present levels. Today the average birthrate for developing countries is 40 to 45 per 1,000 of population. To get this rate down to the 17 to 20 per 1,000 that is common in contemporary Europe would require a reduction in the developing world of some 50 million births a year. To suppose that economic advancement by itself—without the assistance of well-organized family planning—could accomplish this in any feasible time frame of the future is wholly naïve.

Indeed, even with family planning, no such promising results are feasible in less than two or three decades. What is feasible—indeed what is imperative—is the establishment of family planning on a scale that will stave off total economic and political disintegration in those countries where social progress is being seriously limited by the glut of unwanted births.

Family planning is not designed to destroy families. On the contrary, it is designed to save them. All of us accept the principle that in a free society the parents themselves must ultimately decide the size of their own families. We would regard it as an intolerable invasion of the family's rights for the state to use coercive measures to implement population policy. We can preserve that right best by assisting families to understand how they can make that decision for themselves. If we are to keep the right of decision in the hands of the family, then we must give the family the knowledge and assistance it needs to exercise that right.

Nor need anyone be deterred from appropriate action by the pernicious, if pervasive, myth that the white Western world's assistance in family-planning efforts among the nonwhite nations of the developing areas is a surreptitious plot to keep the whites in a racial ascendancy. The myth is absurd on purely demographic grounds as well as on many others. Nonwhite peoples on the planet massively outnumber whites. They always have and they always will. No imaginable degree of family planning could possibly alter that mathematical fact.

But a more relevant answer is that if the white world actually did desire to plot against the nonwhite nations, one of the most effective ways possible to do so would be for the whites to deny these nations any assistance whatever in family planning. For the progressive future of the nonwhite world is directly related to their indigenous economic development—and that, in turn, is dependent upon their being able to bring birthrates down to a level that will allow a significant increase in per-capita income.

There is one more myth that obstructs the road to action. It is the belief that the time for decisive action is past and that sweeping famine is inevitable. I am convinced that there is time to reverse the situation. It is the time that has been given us by those who have created the revolution in agricultural technology: a revolution based on new seeds, hybrid strains, fertilizers, and the intensified use of natural resources.

If we will but speed the spread of the agricultural revolution by giving adequate and properly administered technical and financial assistance to the developing countries, we can expect that for the next two decades the world's food supply will grow at a faster rate than its population. There is no point whatever in being naïvely overoptimistic about a situation as full of peril as the population problem. But I am confident that application of the new technology will dramatically expand the rate of agricultural growth and will buy two decades of time to cope with the population explosion and reduce it to manageable proportions.

How can this best be done? The developed nations must give every measure of support they possibly can to those countries that have established family-planning programs. In other countries, where governments are only dimly aware of the dangers of the population problem, but would like, nevertheless, to ponder the matter, the developing nations can quietly assist by helping with the demographic and social studies that will reveal the facts and thus point up the urgency of the issue and the disadvantages of delay. Since a given country has the right to handle its population problem in its own way, the developed nations can point out the demographic facts. They can—and should—inform. They should not—and cannot—pressure.

Technologically advanced countries can make one of their greatest contributions by initiating a new order of intensity in research into reproductive biology. As yet we are only on the threshold of understanding the complexities of conception, and therefore only at the outer edge of the necessary knowledge to help make family planning in the developing countries beneficial on a meaningful scale.

Research efforts should range far beyond biology. Demography, as a fully developed science, remains in its infancy; it is likely that fewer than half of the world's births are even registered. It is essential that more precise data be developed in areas where the population problem is most acute. Similarly, there is a pressing need for far more research in the sociocultural aspects of family planning. There is manifestly a great deal more to population planning than merely birth control. Attitudes, motivation, preferences differ from country to country, and this essential research can clearly best be conducted locally.

Above all else, there is a need to develop a realistic sense of urgency in all countries over the population problem. Programs are beginning to show progress in limited areas, but no reduction in birthrates has yet been achieved anywhere in the underdeveloped areas which can significantly affect overall world population totals. This means that family planning will have to be undertaken on a humane but massive scale.

The threat of unmanageable population pressures is very much like the threat of nuclear war. Both threats are undervalued; both are misunderstood; both threats can—and will—have catastrophic consequences unless they are dealt with rapidly and rationally. □

Teaching About Religion In The Public School

ROLFE LANIER HUNT, *formerly chief of the editorial service, U.S. Office of Education; coeditor,* The Bible Reader: An Interfaith Interpretation. *1969.*

□ **John stood watching from the street. Members of** a group leaving the restaurant were laughing, shouting to each other as they parted, "Happy New Year!" And here it was, weeks from the New Year. Those crazy people must be drunk, he told himself.

At school next morning, when he told his teacher about the incident, she explained that Eastern Orthodox Christians and Jews observe their New Year at seasons set by the calendars of their respective traditions.

Thus John found help at school in understanding some of his neighbors, people with whom he would have to learn to live in this great land.

Children of many traditions come to the public schools: Protestants of more than 250 varieties; Catholics, Roman and Orthodox; Jews, Orthodox, Conservative, Reformed, and "Free"; Hindus; Moslems; Buddhists; Marxist materialists; and others. All of them and their families have been guaranteed freedom of conscience and freedom of religion by the Constitution of the United States, for there is no freedom to believe unless there is also freedom to disbelieve. The needs of our pluralistic society are well served by Constitutional interpretations calling for government "neutrality." Both religion and religious freedom are rooted in our history.

By one definition, religion is the relation of man to the supernatural being called God; by another definition, religion is the loyalty of man to his ultimate values, to his convictions that control his conduct. The Supreme Court of the United States has accepted the latter definition in cases dealing with tax exemption for humanist centers, with whether atheists are entitled to public office, and with the status of conscientious objectors in the matter of compulsory military service. In a 1961 decision *(Torcaso v. Watkins.* 367 U.S. 488) the Court said, "Neither [a State nor the Federal Government] can constitutionally pass laws or impose requirements which aid all religions as against non-believers, and neither can aid those religions based on a belief in the existence of God as against those religions founded on different beliefs." And said the court, "Buddhism, Taoism, Ethical Culture, Secular Humanism, and others are among the religions in this country that do not teach what would generally be considered a belief in the existence of God."

The many faiths that children bring to a public school can be an invitation to distractions and disputes. If, however, the difference and varieties of insights are treated as normal and in no way shameful, they may spark learnings and provide occasions for growth in knowledge and in sympathies.

As examples, let us take what every public school has to teach: the Bill of Rights and the Declaration of Independence.

Freedom of speech, freedom of assembly, freedom of the press, freedom of religion—these and other

precious rights are spelled out in the first ten amendments to the Constitution, our Bill of Rights. What is a teacher to do when asked in the classroom, "Doesn't the government give these rights?" "Why can't the government take them away?" "Why shouldn't the government jail anybody who speaks up against a policy adopted by the government, like sending soldiers to Vietnam?" "Does a man exist to serve governments, or do governments exist to serve him?" You are close, now, you see, to the first line of defense of democracy against totalitarianism, whether fascist or communist. For historical answers, the teacher sends the questioner back to the Declaration of Independence:

> When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.
>
> We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government. . . .
>
> We therefore . . . appealing to the Supreme Judge of the world for the rectitude of our intentions. . . .
>
> And for the support of this Declaration, with a firm reliance on the Protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

Such is the answer of history; these things the Founding Fathers believed. Words on the wall of the Jefferson Memorial in Washington echo the thoughts of the writer of the first draft of the Declaration:

"God who gave us life gave us liberty. Can the liberties of a nation be secure when we have removed the conviction that these liberties are the gift of God?"

And in his Farewell Address, George Washington warned us to "with caution indulge the supposition that morality can be maintained without religion."

Because the Founding Fathers so believed, shall the school say to the young questioner, "This you must believe"?

No. The school has to teach the Bill of Rights and the Declaration of Independence, their texts and contexts, with integrity. Then, given the facts, the youth in the classroom has freedom to believe as he chooses, to follow truth as he sees it.

If there are other answers to the searching questions a student asks, he has a right to meet them. For example, one answer to the basic question, "What is a man?" comes from religion. Jews say he is made in the image of God and is therefore to be respected. Christians agree, adding that a man is one for whom God was willing to pay a great price by sacrificing his Son. Another answer is that man is an animal, a member of the human race, and as such entitled to human rights. For many humanists, that is enough.

When you get into areas like those given thus far, are you teaching religion? Is this not forbidden by the Constitution of the United States?

By the legal definition cited, each answer above is religious, because each involves values that guide conduct. Any prohibitions of the Constitution must apply equally to all of them. What further guidance have we from the Supreme Court of the United States?

In 1963, the Court decreed that public school rules requiring worship that involves use of prayer and Bible readings violate constitutional rights. Newspapers gave their stories headlines like "Bible Thrown out of Public Schools," and even "God Thrown out of Public Schools," so it is no wonder that many well-read persons did not hear these words from the Court:

> . . . The test may be stated as follows: what are the purpose and the primary effect of the enactment? If either is the advancement or inhibition of religion then the enactment exceeds the scope of legislative power as circumscribed by the Constitution. That is to say that to withstand the strictures of the Establishment Clause there must be a secular legislative purpose and a primary effect that neither advances nor inhibits religion. . . .
>
> The conclusion follows that in both cases the laws require religious exercises and such exercises are being conducted in direct violation of the rights of the appellees and petitioners. . . .
>
> It is insisted that unless these religious exercises are permitted a "religion of secularism" is established in the schools. We agree of course that the State may not establish a "religion of secularism" in the sense of affirmatively opposing or showing hostility to religion, thus "preferring those who believe in no religion over those who do believe." . . . We do not agree, however, that this decision in any sense has that effect. In addition, it might well be said that one's education is not complete without a study of comparative religion or the history of religion and its relationship to the advancement of civilization. It certainly may be said that the Bible is worthy of study for its literary and historic qualities. Nothing we have said here indicates that such study of the Bible or of religion, when presented objectively as part of a secular program of education, may not be effected consistent with the First Amendment.

Note the clear authorization for study of the Bible in public schools, so long as such study is for the purpose of general education rather than to persuade and indoctrinate. Whether you believe the separate study of the Bible is preferable to its use when relevant to the regular school subjects is a matter of individual preference, but I tend toward the latter.

Concurring, Mr. Justice Goldberg and Mr. Justice Harlan cited words from the Court's decision in *Engel v. Vitale:*

> There is of course nothing in the decision reached here that is inconsistent with the fact that school children and others are officially encouraged to express love for our country by reciting historical documents such as the Declaration of Independence which contain references to

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Dr. Hunt, a public school administrator for many years, was formerly editor of *The Phi Delta Kappan* and of *The International Journal of Religious Education.*

the Deity or by singing officially espoused anthems which include the composer's professions of faith in a Supreme Being, or with the fact that there are many manifestations in our public life of belief in God. Such patriotic or ceremonial occasions bear no true resemblance to the unquestioned religious exercise that the State . . . has sponsored in this instance.

The teacher, then, is quite in order when he teaches history for the secular purposes of the state. But if his tax-paid time is used to tell a student what he must believe in religous faith, that teacher wrongly uses tax funds to push a personal point of view.

Because teachers are human beings, there can be abuses. The religious enthusiast could imply that all good Americans believe as did the Founding Fathers. The materialist could say, "Of course they believed that *then*," implying that we know better now.

Tolerance, too, has dangers. Used as a creed to guide conduct, professed neutrality can teach that it matters little what you believe, that all creeds are equal. The relativist, affirming the relativity of his own and every other religion, makes a statement not in the least relative by claiming his belief to be universal truth. The middle way has more to offer our mixed society than any other, but we must remember that civil liberties are safe only with people who really believe something: Look for a "crank" to defend your civil rights, one who can say with Patrick Henry, "Give me liberty, or give me death"!

The constitutional phrases forbidding passage of laws "respecting an establishment of religion, or prohibiting the free exercise thereof," do not forbid a teacher in a public school classroom to explain the ritual of the Mass or to have students read its text if the purpose is that of knowing more about our neighbors. A teacher may tell his students that many people believe Jesus is divine, but if he omits the words "many people believe" and says, "Jesus is divine," as if with the authority of the state, he moves from a statement of fact to an expression of faith and transgresses the Constitution.

Facts take on meaning by the way they are arranged, structured, and patterned. If you say that Jews deny the divinity of Jesus, without some attention also to what they affirm, the teaching is less than objective neutrality. If I say, "Our chairman was sober last night," I may tell truth, but I suggest what may be a complete lie.

Let the teacher be a person, freely acknowledging his own interest and hobbies and faith while leaving room for like freedom for others.

The youth in the public school who asks "Why?" is entitled to his question and to the help of the school in meeting the full range of answers to his question, when appropriate to the unit of subject matter and the maturity of the student.

Both Judaism and Christianity are historical religions, with substantial bodies of data that can be taught at an intellectual level. Such teaching will not preclude the need for other efforts by those who wish to teach religion. Beyond facts are feelings, habits, worship and ritual, ethics, theology. Homes and churches and synagogues have much to teach children in their earliest years as well as later. Each agency can improve its program by taking into account the experiences of the child elsewhere.

The public schools can neither bring religion to America nor take it away. They can only reflect the decisions of the community of which they are a part. Since the public school is only one of the educational agencies of our society, and can't do everything, it helps itself by cooperation with other agencies working with the children attending its classrooms for parts of their lives.

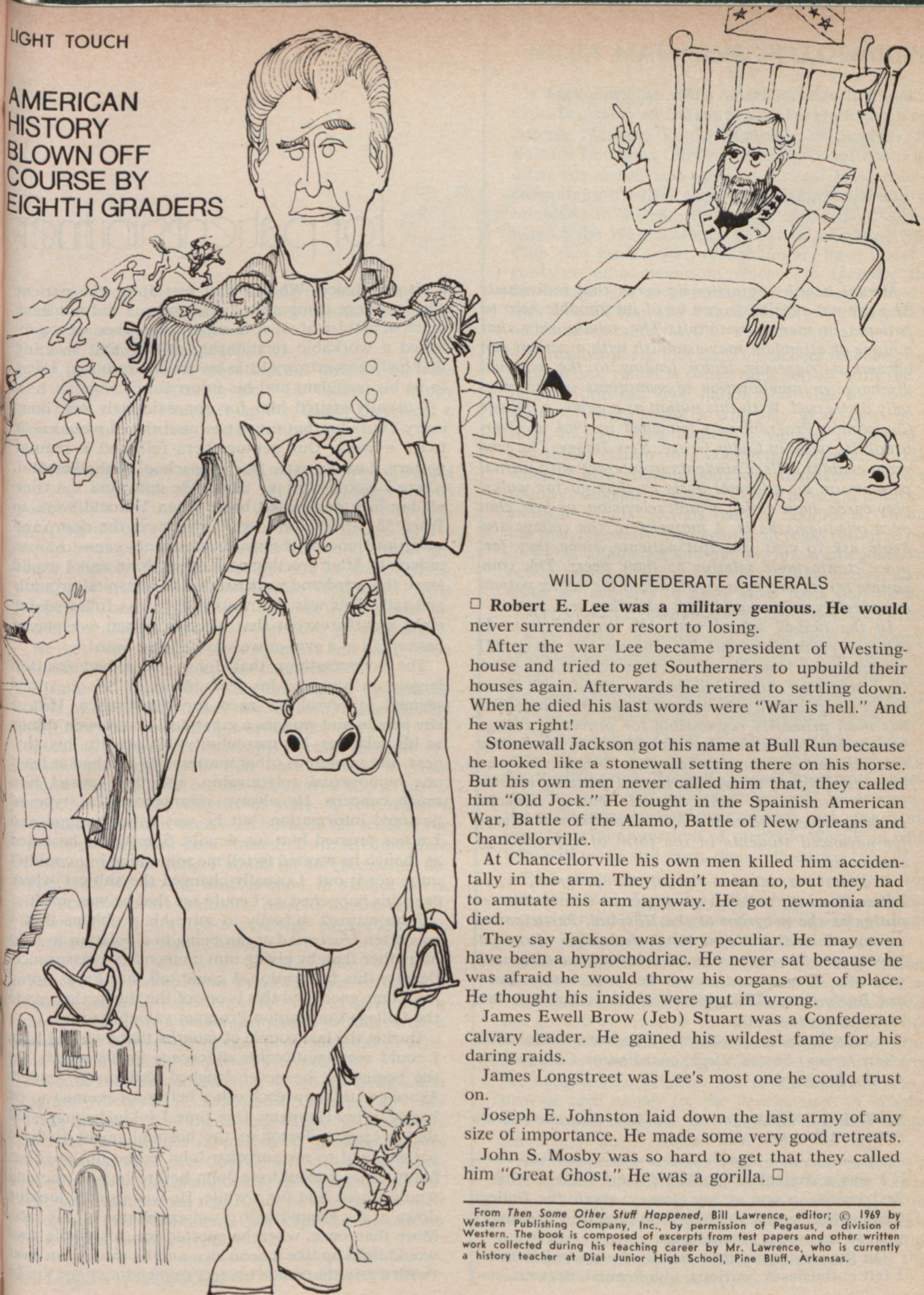
The Commission on Religion in the Public Schools of the American Association of School Administrators echoed a consensus long held in the educational profession when it said in 1964, "The desirable policy in the schools . . . is to deal directly and objectively with religion whenever and wherever it is intrinsic to learning experience in the various fields of study." This, said the Commission, "requires topic-by-topic analysis of the separate courses and cooperative efforts by the teachers." The process is going forward: Publishers and producers are developing useful texts and audio-visual aids. Teachers are at work in many states and in national organizations, such as the National Council for the Social Studies and the National Council of Teachers of English.

Every generation has to secure its own freedom. Freedom is bought with a price, of which constant vigilance is a part. Part of the normal life of the citizen of the United States is to work on the question of how public schools deal with religion, part of the never-finished business of a democracy. Our common schools can continue to help us learn to live together in peace under law. □

Since the U.S. Supreme Court in 1963 outlawed devotional Bible reading in public schools, few U.S. school systems have offered Biblical studies of any kind. Justice Tom C. Clark's majority opinion in the Supreme Court decision made a point of recommending that the Bible should still be studied for its "literary and historic qualities," but that option is rarely exercised. Some diehard school districts in a few states still defy the court and teach an old-fashioned Protestant version of the Bible, but only four states, a handful of cities and some individual schools have attempted new approaches to the Bible.

Each of the attempts has been different. In Indiana, an optional literature course presents the Bible in the light of 19th century "higher criticism," but few schools have adopted it. In Pennsylvania, a new course on "Religious Literature of the West" tries a broader perspective and includes not only selections from the Bible but also from the Koran and rabbinical writings. A successful program was created by the University of Nebraska for elementary and secondary schools; it incorporates religious viewpoints on various topics in English courses. Florida, in a promising new effort, combines religion with social studies rather than with literature, and uses historic documents and sermons to illustrate religious influence on various periods . . . —By permission from *TIME*, The Weekly Newsmagazine; Copyright Time Inc. 1969.

AMERICAN HISTORY BLOWN OFF COURSE BY EIGHTH GRADERS



WILD CONFEDERATE GENERALS

□ **Robert E. Lee was a military genious. He would** never surrender or resort to losing.

After the war Lee became president of Westinghouse and tried to get Southerners to upbuild their houses again. Afterwards he retired to settling down. When he died his last words were "War is hell." And he was right!

Stonewall Jackson got his name at Bull Run because he looked like a stonewall setting there on his horse. But his own men never called him that, they called him "Old Jock." He fought in the Spainish American War, Battle of the Alamo, Battle of New Orleans and Chancellorville.

At Chancellorville his own men killed him accidentally in the arm. They didn't mean to, but they had to amutate his arm anyway. He got newmonia and died.

They say Jackson was very peculiar. He may even have been a hyprochodriac. He never sat because he was afraid he would throw his organs out of place. He thought his insides were put in wrong.

James Ewell Brow (Jeb) Stuart was a Confederate calvary leader. He gained his wildest fame for his daring raids.

James Longstreet was Lee's most one he could trust on.

Joseph E. Johnston laid down the last army of any size of importance. He made some very good retreats.

John S. Mosby was so hard to get that they called him "Great Ghost." He was a gorilla. □

From *Then Some Other Stuff Happened*, Bill Lawrence, editor; © 1969 by Western Publishing Company, Inc., by permission of Pegasus, a division of Western. The book is composed of excerpts from test papers and other written work collected during his teaching career by Mr. Lawrence, who is currently a history teacher at Dial Junior High School, Pine Bluff, Arkansas.

College Companions for patients in ment

Mental health professionals agree that individuals who are not specialists can be of inestimable help to patients in mental hospitals. The relationship that a nurse or attendant may establish with a patient can become a triggering factor leading to the eventual discharge or amelioration of symptoms in the mentally distressed. With this notion as a guide, a College Companion Program was launched in 1964 at Overbrook Hospital in Cedar Grove, New Jersey. The program enables college students to interact with mental patients on an informal basis as they go for walks, play cards, have coffee, watch television, or just chat on a one-to-one basis. A majority of the college students ask to visit youthful patients, since they feel more comfortable relating to their peers. The companion serves as a figure with whom the young patient can identify as he would with a brother or a sister.

In the 1968-69 school year, 188 students from 11 colleges participated in the program. Of these, 111 students were from Montclair (New Jersey) State College. Montclair State College has united with Overbrook Hospital in a full-scale affiliation, and since 1967 has been primarily responsible for providing college companions to the Hospital. In addition to the College Companion Program, a College Aide Program has also been established to provide mental patients instruction in art, music, dance, sports, sewing, remedial reading, typing, dramatics. A third program is offered for advanced students in the form of a psychology externship.

I direct the campus end of the program, while Lillian Brunell, chief psychologist at Overbrook, coordinates the program at the Hospital. Participating students including Wayne Nord, the author of the following article, receive careful orientation and consult with Mrs. Brunell and me whenever necessary. Leonard Buchner at MSC supervises the college-aide and externship programs.

—John Seymour, *Psychology Department, Montclair (New Jersey) State College; coordinator, College Companion Program.*

WAYNE R. NORD, *former student, Montclair State College, Montclair, New Jersey.*

□ I was a student at Montclair State College when I first heard, in one of my classes, about the College Companion Program. I signed up because I eventually plan to become a psychologist.

On the way to my first visit at the mental hospital, I felt enthusiastic, curious, uninformed, nervous, and a bit frightened. When I first met John, the patient whose college companion I was to be, I did not have much of an idea of what to expect. However, we established a workable relationship at our first meeting that had changed very little by our last meeting: I was to be his confidant and his informant.

I usually visited him for approximately one hour every Thursday, but every now and then I would visit twice a week. Our get-togethers followed a regular pattern. I would drive from the school to the hospital, where I would sign my name, the date, and the time of day in a designated book. Then I would walk to Ward 35, where John lived, knock on the door, and wait until one of the ward attendants came over to unlock it. After greeting each other, John and I would leave the ward and walk around the hospital grounds and talk. This was the routine that was followed for eight months except that when it rained, we played basketball in a gym or we stayed in the ward.

The conversations that John and I had focused largely on him and his fears. Most of his questions seemed to reveal his need for reassurance. He's a shy person and worries a great deal about such things as his relatives, his masculinity, his obesity, his shyness, and numerous other matters. He had had at least one homosexual relationship, and this caused him much concern. He always volunteered this type of personal information, but he was usually vague and I never pressed him for details. Sometimes he acted as though he wanted to tell me something but couldn't quite get it out. I usually changed the subject whenever this happened, as I could see that he was upset.

John wanted so badly to solve his problems that I was often frustrated at not being in a position to help him other than by giving him momentary reassurance. Despite this frustration, I could tell that I was doing him some good, and this is one of the things that made the College Companion Program valuable to me.

During the last couple of months that I visited him, I could see a noticeable difference in his moods. In the beginning, he never laughed and rarely smiled. As we got to know each other better, he seemed to be happy in my company. One time I jokingly suggested that a certain doctor at the hospital ought to be a patient, and to my surprise John broke up laughing. Many times I would see John before he saw me and would watch him for a while. He was usually looking down at the ground with a sad expression on his face. More than once, when he spotted me, his whole face would light up like a neon sign and he would run over (with a grin that made me feel tremendous) and shake

stitutions

my hand. One time he was waiting for me at the door of the ward and as soon as we got outside he said, "I got something to tell you."

I said, "Yeah? What is it?"

He got the silliest, most bashful grin on his face and announced, "I met a girl." He looked so happy and I felt so good because he was happy that I cut a class and spent extra time with him.

Occasionally, we would talk about some of John's feelings regarding himself. My suggesting various possibilities for this or that would seem to help him grasp some concept with which he was struggling. He would become enthusiastic, and his mood would get much brighter. For example, one day we were talking about a television show and I said, "You know, what happened there reminds me of what you've told me about how things were when you were growing up."

He got very intense for a moment and said, "You think that's why I get scared sometimes?"

I said, "It's possible." He brightened up considerably at the thought, and this, in turn, made me feel as if I had done something worthwhile.

Other times weren't so happy. Certain patients are granted privilege cards that entitle them to walk around the grounds of the hospital without supervision for specified lengths of time. A few times I arrived to find John depressed because his request for a privilege card had been turned down. At times like this there was nothing I could do to cheer him up. Sometimes we would walk around in silence for a while and then start to discuss reasons for the refusal. (He was finally granted a privilege card about one month before my visits ended.)

The College Companion Program was certainly a valuable learning experience for me. It gave me a chance to talk, for a prolonged length of time, with a person who has severe mental problems and to associate with several other patients as well.

I would recommend starting a College Companion Program wherever it is possible in terms of easy driving distance from the college to the hospital. It is beneficial to students interested in gaining insights about people and gives individual patients a much-needed break in the monotony of the hospital routine. I feel lucky to have had the chance to take part in such a program and recommend participation to anyone who is given the opportunity. □

This is another in our continuing series of articles about constructive activities engaged in by college students.

HILDA MAEHLING FELLOWSHIPS

• **Last April an "All American Youth Panel" of** Chinese, American Indian, Negro, Puerto Rican, Greek, Islamic, Jewish, Roman Catholic, Protestant, and Eastern Orthodox Christian teen-agers sat down with other concerned teen-agers of a small Massachusetts community to share their rich backgrounds and customs and to discuss vital issues of the day. As members of the West Roxbury World Organization Study Club, they meet weekly on a voluntary basis under the guidance of a classroom teacher to increase their knowledge and understanding of the world in which they live. In May the United Nations honored WOSC on the occasion of the Club's nineteenth annual visit.

• Meanwhile, in Florida, a classroom teacher of perception and vision is concerning herself with the cultures within our own nation and with the role the youth of these cultures will play as citizens of the total society. This dedicated woman requested all low-ability classes in a completely integrated school whose entire student body was deprived. There she found it difficult to build interest in world affairs because of pupils' serious reading handicaps. Through her own ingenuity she began to develop resource units in world affairs for low-ability, low-reading-level culturally and ecnomically deprived junior high students, using art supplies to make class tools that included charts, pictures, transparencies, models, and dioramas.

• To foster understanding of the need for cooperation among nations, three teachers in New Jersey produced *The Lost and Found Kitten*, a primer for grades K-3 that introduces world-affairs consciousness as a part of the students' first social studies experience.

• A teacher in Canal Winchester, Ohio, seeks the same ultimate objective in her world literature project for twelfth grade English classes. She firmly believes that the most mature students should be exposed to the great ideas, outstanding writers, and major problems from many sections of the "One World" in which they will work and exert their influence.

Each of these projects is being conducted with the aid of the Hilda Maehling Fellowships in World Affairs, a special facet of a program developed and conducted by the NEA Association of Classroom Teachers.

Fellowships to carry on projects that help teachers develop improved professional techniques and advance professional association work are financed from the growth of invested voluntary contributions from teachers and friends of education; while World Affairs Fellowships are financed by a direct contribution from the Longview Foundation. Aim of the benefactors is to provide seed money for the development of imaginative projects that will give students a greater understanding of world affairs.

Any classroom teacher who presents evidence of professional preparation, successful teaching experience, and outstanding service and leadership in the united profession is eligible to become a Hilda Maehling Fellow. Forms are available from the Association of Classroom Teachers, NEA. Applications for 1970 awards are now being accepted. □

You may not agree, but . . .

PARENTS AND TEACHERS ARE GREASING THE SKIDS

says
Alice Giglio

□ **A taciturn and grizzled old farmer** once remarked to me as he read the newspaper account of a delinquent's most recent escapade, "Joey always rode a fast sled—but his Ma and Pa sure greased the skids." I was an adolescent then, and the words *teen-agers* and *delinquent* were not in the everyday vocabulary. During the ensuing years, for many of which I have been a high school counselor, I have remembered the old man's words, and they have assumed provoking and deep dimensions as I counsel, observe, and relate to the young men and women of our turbulent society.

Are the Ma and Pa of today greasing the skids with permissiveness, overindulgence, and the equally disastrous patterns of overprotection or rejection? As a counselor, I must answer that they well might be doing just that—if they have substituted apathy for interest, lenience for control, or the role of pal for that of parent.

The economics of the household seem to have little impact on the parents' permissiveness, for the chaotic violence of teens in the slum streets is matched by the frenzied orgies of more privileged kids at fashionable beach and ski resorts. In both instances, parents know that their children are not at home. They have, in fact, abandoned them to the whim and caprice of a youthful band bent on antisocial behavior.

Some of the well-groomed, handsomely dressed youngsters who come to the counselor's office have empty eyes and sometimes equally empty lives. They often have a convertible but no companionship, a stereo but no standards of behavior, and an expensive house that will never approximate a home. These kids are skilled in verbalizing and rationalizing; they are often self-styled experts and super critics of the society they live in. When, after many sessions, youngsters speak frankly about "Mom" and "Dad," we hear such expressions as *lady do-good*, *wheeler-dealer*, and the devastating *they*. Students are often tardy or truant, and when we phone home, no one answers, for Mom is also among the missing. Parental conferences called in final desperation complete the picture as parents often politely contradict each other, argue about trivialities, and try to transfer blame to teachers. Usually they do all this with one eye on the clock and sometimes with tongue in cheek.

As a counselor and teacher, can I honestly say that permissiveness in the schools has not contributed to lawlessness and rebellious behavior? As we have made greater allowance for our students' differences, have we become less insistent about some simple conformities? Have we been so flexible with youngsters that they believe us weak and vacillating? Have we identified and grouped and selected to the point of disparaging competition, motivation, and incentive? Have we stressed the minority report and deemphasized the majority will? Have we involved young people in planning their own schedules, curriculum, and activities to the point where our leadership has slipped into a questionable adviserships? Have we acted in loco parentis for more of the school day than we have served as educated adults committed to students' enlightenment?

The school as well as the home may be a causative factor when our young people are involved in rebellious and lawless conduct. The youngster is unprepared for the toughness of legal authorities who do not shrug their shoulders as does his study hall teacher or wheedle and coax him as does his mother. The night captain resents the back talk that parents tolerate; the traffic policeman cannot be conned into changing a speeding ticket the way a young teacher might be wheedled into changing a grade. Youngsters have no habit patterns for relating to the demands of a society that is so different from either an indulgent family or permissive educators.

In many cases, antisocial behavior may be the adolescent's cry of "Help" or of "Doesn't anybody care what I do?" Surely most teen-age behavior is the culmination of much trial and error, experimentation, learning, and habit. Firmness, fairness, and fondness are imperatives in the environment of the growing child and, of course, flexibility, but not so much as to border on foolishness and ultimate folly.

The parent has the supposed excuse of love's blindness, but what excuse has the educated professional in our nation's schools? We are trained and experienced, aware and armed, employed and committed. We operate in the school—the training and proving ground for life and living. If we have not transmitted to our students the democratic concept of interdependency and individual responsibility, then we, too, are blind.

The old farmer recognized the headstrong impetuosity of all the young and the firm restraining guidance of the truly loving parent. He knew nothing about schools except that, in his day, school was a serious place of rules, order, hard work, and respect for authority. But from where I sit in the counseling cubicle, I can see the parent *and* the school and, for the child of our violent times, I am deeply concerned. □

Mrs. Giglio is guidance director, Penn-Trafford School District, Harrison City, Pennsylvania.

JOSEPHINE SAWAIA, *chairman, Department of Business Education, Scottsdale (Arizona) High School; chairman, NEA Legislative Commission; council member, NEA Center for Human Relations.*

OUR POLITICAL POWER FOR GOOD

□ **It is a terrible sign of our times** that many of our citizens, especially our young people, believe that our education system has failed and that this nation will eventually fall victim to all-out nuclear war, choke itself in foul air, poison itself with unclean water, or destroy itself by racism and bigotry—all of these fates predicted during recent years by highly articulate prophets of gloom.

I happen to disagree with such prophets, because I see the stirrings of resistance among another group: the education community. I believe in the great potential of this community, which includes teachers, administrators, and the students themselves. More than one-third of our people are engaged in the education process. Teachers comprise the largest professional group in the United States. The average age of our population is descending rapidly. During the next few years, the teachers and the taught together can and must become the most potent political force in American life.

The coalition of these concerned citizens must come about as the result of mutual goals and objectives—through discussion and planning based on mutual respect. I submit that the social goals enunciated by the teaching profession—through positions taken by the NEA Representative Assembly and its other governing bodies—can help forge that necessary coalition and draw together a majority of other interests as well.

The NEA Legislative Commission, an 11-member body of practicing educators, takes its program directly from the resolutions adopted by the Representative Assembly. I believe that widespread dissemination of these resolutions and a firm commitment by educators to implement them would quickly create an atmosphere in which teachers and students, as well as lay citizens, could achieve a consensus on the restructuring of our national goals.

The Legislative Commission is charged with fostering and supporting legislation to place education at the top of our national priorities. The resolutions passed last summer have virtually universal appeal. (See "NEA Resolutions, 1969" in the October 1969 JOURNAL.) I believe that students, parents, and the enlightened adult community as a whole would respond to the NEA's call for universal educational opportunity and for an end to the tragic inequalities of our social system. Working together, we could exert the political force necessary to enact federal, state, and local legislation to help cure the ills of our society.

In effect, NEA has called upon the nation's political bodies to *listen* to an alarmed electorate, to *enact* laws to provide equal opportunities, and to *reform* and *realign* existing tax structures to make possible the realization of our national goals.

None of these things will happen unless we exert ourselves to bring about frank, meaningful dialogue among ourselves and with our students and the public at large. It is logical and right that the teaching profession take the lead. This means that we must do our own homework first by knowing and understanding the issues, passing resolutions, and supporting legislative action.

We must encourage and develop stronger leadership at every level in the Association; put aside petty arguments; commit our time, talents, and money to elect good government officials and support sound legislation.

Your Legislative Commission is concerned with a wide variety of educational and social programs. Please help us and please let us help you. Let's prophesy with imagination and knowledge, and seize every opportunity to fulfill *good* prophecies! □

Special Workshop for the Gifted

From gemology to electronic music, no child's special interest is overlooked.

RICHARD D. CAMPBELL, *Special Workshop teacher, Hamilton Avenue School, Greenwich, Connecticut.*

□ **About 120 upper elementary school pupils of the** Greenwich, Connecticut, public schools are involved in the Special Workshop, a program for gifted, intel-

"Where's the liver? Is that the stomach?" Two fifth grade girls learn much from studying this plastic model of a human body.

lectually talented children. For two half-day sessions each week, these pupils are brought to Greenwich's Hamilton Avenue School, which houses the Workshop.

A maximum of 30 fourth, fifth, and sixth graders (at one time) work with a team of three specially selected teachers. The members of the teaching team, who spend only three years in the program on a rotating basis, have an elementary classroom teaching background and possess the interest and desire to work with bright children on a strictly interest-based, noncurriculum-designed program.

Students who are invited to attend the Workshop rank in the top 8 percent on group or individual standardized ability tests. The requirements for admission include outstanding achievement in mathematics and reading, as indicated by achievement test scores, good classroom grades, and a positive picture on a student profile questionnaire filled out by their classroom teachers.

Parents of students who meet these requirements receive a letter inviting their child or children (we have several brother-brother and brother-sister combinations) to participate for one school year. If the child succeeds in the program, he can take part again the following year.

With the many materials available, the wealth of talented people living in the area on whom we can call as guest speakers and consultants, and the numerous opportunities for field trips to nearby New York City, no child's interest is overlooked. This is true despite the fact that in one group of 30 workshoppers, interests may extend from the study of Braille and the creating and illustrating of stories for blind children, to studying and producing electronic music, to embryology and marine biology and gemology, to the designing and building and launching of model rockets.

What do these experiences do for the workshoppers? One child put it this way: "I am no longer afraid to try anything and maybe fail at it. At least I've had a chance to try it and I didn't have to take a test or receive a grade while trying it. I had a chance to open up and find out everything doesn't have to be useful right away . . . I see the whole world *so* differently now." □

"Let's see, what should I do now?" ponders a sixth grader as he plays a game that involves a knowledge of European events before and after World War I.

Undaunted by the hundreds of parts, a fourth grader constructs a model battleship in connection with his study of naval battles of World Wars I and II.

the eighteen-year-old vote

The 1969 NEA Representative Assembly passed the following resolution: "The National Education Association recommends that the right to vote be granted to citizens at the age of 18 and that immediate steps be taken to implement Project 18." As a follow-up to this action, the Student National Education Association and Project 18 (NEA's special project to work for a lowered voting age) assisted JOURNAL editors in organizing this symposium on the 18-year-old vote. Each of the eight contributors was asked a specific question or questions on some aspect of the issue. The questions and the responses of the contributors follow.

Why have you taken a position favoring the 18-year-old vote?

Individually and collectively, Americans invest heavily to teach young people to be effective citizens. As our national wealth and income have increased, we have allocated more resources to education: public expenditures for public elementary and secondary education were $2.3 billion in 1939-40 and have risen to $34.7 billion in 1968-69. We make no more important investment.

Yet, by pegging the voting age at 21, the nation deprives itself of one all-important dividend from its investment—that of having young minds share in making decisions vital to the nation as a whole. New laws are needed to permit and encourage young adults to participate responsibly in making these decisions.

Another compelling reason for lowering the voting age to 18 is our commitment to justice. Is it not hypocritical to ask young men and women to serve the nation in the Peace Corps, in VISTA, and, most significantly, in military service, and yet deny them a voice in determining their nation's domestic and foreign policies? It is intolerable that a nation which asks young people to serve their country and sometimes to give their lives should continue to do so without considering the wishes and concerns of these young people as they would express them on the ballot.

I would also call attention to the work of youth in the civil rights movement, in election campaigns, and in work with poor Americans everywhere. Young men and women have given their labor and ideas to service for others and to the proposition that to serve another is the finest service to oneself.

Young Americans between the ages of 18 and 21 are a minority of 10 million. While some persons have opposed enfranchising this minority, the majority who favor lowering the voting age has lacked the strength to overcome the inertia of custom which denies young people the vote. Young Americans have helped all of us reevaluate the purposes of the nation—with their voices and work, but not with their votes. Ultimately, they rely on the sense of justice of their elders, the enfranchised, to gain this important right.

The question before the nation and its lawmakers is whether to forego inertia for justice. Over the nearly 200 years of the history of our republic, the nation has extended justice in voting rights to more and more of its citizens. Now it is time to enfranchise those who have reached the age of 18—America's young adults who tomorrow will be among her leaders.

—*The Honorable* **HUBERT H. HUMPHREY,** *former Vice President; professor of political science, Macalester College, St. Paul, and the University of Minnesota, Minneapolis.*

By every relevant standard, young men and women today are ready and willing to assume the rights and responsibilities of full citizenship by age 18. The indefensibly immature behavior of a scant fraction of our youth must not obscure this fact or penalize the vast majority of American youth capable of exercising citizenship responsibly.

Young people today are educated for citizenship at an earlier age than those of previous generations. In New York, the great majority of those between 18 and 21 complete high school. Many also go to college.

A large percentage of our young adults are married and assume family responsibilities before age 21. Most of them work and pay taxes. From age 18 our young men are subject to the military draft. They carry the major burden of the fighting and dying in the nation's battles. A man old enough to defend his country is old enough to help determine the leadership whose policies affect his very life.

I urge the passage of proposals to bring our young people into positive participation in the democratic process. The overwhelming majority are ready at age 18 to discharge the voting right intelligently and responsibly.

—**NELSON A. ROCKEFELLER,** *governor, State of New York.*

Why does NEA support a lowered voting age?

NEA supports 18-year-old voting because its members have faith in the products of the American classroom. We believe that educators have prepared youth for full citizenship by high school graduation (usually at age 18). We believe that the teaching profession is doing its job of preparing qualified citizens and that never in American history has the profession done it so well. Also, NEA members know how earnestly today's youth demand and deserve a "piece of the action."

Restive, concerned, earnest, and informed, this generation is ready and eager to participate. Today's youth are faced with philosophies that scoff at our democratic way of life and that seek to arouse young Americans against the institutions of self-government. By clinging to the age of knighthood (21) as the age for voting, we increase frustration and hostility. Teachers want to lessen these negative emotions by bringing this generation into the orderly process of decision making.

Support of the franchise for young adults is not a new posture for NEA. In 1953, the Representative Assembly endorsed this idea and has continued to do so at various times ever since. The 1968 Assembly in Dallas took specific action: It directed the NEA staff to work for both state and federal constitutional amendments to lower the voting age.

In carrying out this directive, NEA and Student NEA promoted the establishment of the Youth Franchise Coalition, composed of various state and national organizations that favor an 18-year-old minimum voting age. Later, NEA's Project 18 took over Association efforts to work for the vote for 18-year-olds.

Because NEA members believe in America's youth, we are providing positive leadership in the struggle to lower the voting age. Eventually we will succeed and in so doing we will make our democracy stronger as voting by young adults brings better balance into American decision making, now weighted in favor of the older levels of our population.

—**MONROE SWEETLAND,** *NEA legislative consultant, Western states.*

(*Continued on page* 60)

NCSEA EVALUATION

Catalyst for Change

IN STATE EDUCATION ASSOCIATIONS

ELMER S. CROWLEY, *executive secretary, National Council of State Education Associations.*

☐ **A Midwest state association executive secretary once** described the evaluation service of the National Council of State Education Associations as "a thorn under the saddle to get the old mare moving." Another referred to it more formally as "a process that forces an association to engage in a program of intensive self-examination, which everyone recognizes as necessary but too often postpones repeatedly because of other pressures."

Whatever descriptive terminology may be used, the NCSEA evaluation of state education associations has stimulated constructive action in each of the 35 states that have used this service during the past decade.

The executive board of the National Association of Secretaries of State Teachers Associations (now part of NCSEA) initiated the project in 1959 when it decided there was need for a systematic procedure to appraise the programs of state education associations, and appointed Arthur Corey (then executive secretary, California Teachers Association) chairman of a special committee to develop it. With the assistance of the committee and key members of his staff, Dr. Corey produced a series of schedules that cover the wide range of association activities and are applicable to any state education association, regardless of differences in program, staff, and size.

The committee focused on eight areas of common concern to all state education associations: (a) Program, (b) Legal Status and Services, (c) Organizational Framework, (d) Headquarters Organization, (e) Association Finances, (f) Relations with Affiliated and Other State Groups, (g) Relations with NEA and with Other National Groups, and (h) Long-Range Planning.

A state association that wishes to be evaluated makes formal application to the NCSEA office. Under new regulations of the NCSEA Executive Board, an association must agree to (a) announce the evaluation to its members in advance of the visitation of the evaluation committee, (b) publish committee recommendations, and (c) be reevaluated at the end of a five-year period so maximum results can be realized from the initial evaluation.

A different visiting committee is selected for each evaluation, but the chairman is always an experienced state association executive who has participated in two or more evaluations and who has the perception and leadership qualities to direct the project successfully. Committee members are drawn from state associations in different sections of the nation to provide balance and diversity of background. The NCSEA executive secretary coordinates the evaluation and serves as one of the six team members.

In preparation for the visit of an evaluating committee, the state association compiles a comprehensive inventory report based upon the 250 specific questions and other directives within the schedules. This takes several weeks of concentrated effort on the part of staff and other state association leaders assigned to assist with the project. Copies of the completed report are sent to members of the NCSEA evaluating committee for thorough study prior to their arrival.

The NCSEA committee spends three and a half days at the state association headquarters: It holds a preliminary meeting with the association staff, tours the headquarters, examines facilities, and interviews staff members and state and local leaders.

On the evening of the third day, the committee makes an oral report with specific recommendations to the executive board and staff. Ample opportunity is provided for questions and reactions. The final written report of the committee is edited in the NCSEA office, and copies are sent to the state association.

Recommendations made by evaluating committees vary from state to state, but during the past few years great emphasis has been placed on more effective programs; clarification of constitutions and bylaws; the growing need for more legal assistance; employment, deployment, and restructuring of staff; establishment of regional offices; improved professional benefits; unification; more status for NEA directors; uniform accounting procedures; better relations with local associations; and more effective long-range planning.

Committees commend associations for outstanding programs or procedures, but they are also candid about pinpointing areas that need improvement. The visitation is not intended to be an inquisition; it is meant to be an impartial evaluation of conditions and program as seen through the eyes of capable association personnel from outside the state.

Association leaders agree that one of the most important aspects of the whole process is the self-examination that precedes the visitation and that involves preparation of the complete inventory report. Through this device, officers and staff gain a broader perspective, because the schedules constitute a detailed outline that facilitates the systematic arrangement of facts. Its use helps a state association develop a comprehensive document about its entire operation. For most, this is the first time association leaders have compiled such a document.

NCSEA cannot take credit for all significant changes that have occurred in state associations evaluated during the past 10 years. However, testimonials of state leaders clearly indicate that the evaluation procedure has served as a catalyst to precipitate constructive action. It has caused many to reexamine the total program and structure of their association with an eye to change.

The following responses are typical of many received from presidents and executive secretaries of evaluated state associations:

"The recommendations of the evaluating team carry the weight of 'outside experts.' In some instances, new ideas were more readily accepted than if they had come from people within the association. In others, proposals and projects already recommended to the membership received a new impetus."

"Although many of the recommendations for change identified by the evaluation committee had been loosely discussed in previous years, it was not until the committee's visit gave the association leaders a capsule report with specific recommendations in these areas that any change actually began. In the three years since the visit, our program has changed radically and improved manyfold, although prior to the visit it was considered to be quite adequate and effective."

A random sampling of recommendations that have been implemented in various state associations will indicate the direction of change in program, organization, and staff.

Among the changes reported are these: (a) development of a formal affiliation system for local associations, (b) a systematic restructuring of governance bodies in order to be more responsive to total membership, (c) increased legal service to members and local associations, (d) adoption of unified membership, (e) opening board meetings to staff, (f) establishment of regional offices to improve service to members, and (g) expansion of field service staff. Other states have reorganized their staffs to assign more responsibility to department heads, provided self-supporting teacher placement services, improved in-service training for staff and executive committee, and established electoral districts for board representation.

The experience of the Ohio Education Association with evaluation will serve as a specific example of how far-reaching its influence can be. OEA reported that it has implemented 47 of 74 recommendations made by the NCSEA evaluating committee in 1967. Three have been accepted as long-range goals and nine are still under consideration. According to the OEA report, about 80 percent of the recommendations have been put to positive use. Specifically, the OEA has revised its constitution, bylaws, and standing rules; created a new headquarters division on instruction; adopted a dues schedule based on a percentage of teachers' average salary; realigned legal services; employed a business manager; and made the senior NEA director a voting member of the OEA executive committee.

In helping to bring about constructive change to state education associations, NCSEA is contributing to the advancement of education and the improvement of the profession. To date, 35 state associations have been evaluated, eight have been reevaluated, and four more are scheduled for evaluation during the balance of the current school year.

Whether the NCSEA evaluation is regarded as a "thorn . . . to get the old mare moving" or "a process that forces . . . self-examination," it is a catalyst for change in state associations. Dale Kennedy, former executive secretary, Michigan Education Association, one of the pioneers in the evaluation procedure, said recently: "This project of NCSEA is established on such a high professional level that I am proud to be part of such an outstanding group of educators. It is my hope that these evaluations are only the beginning of new projects designed to raise the level of education across the country." □

STATES THAT HAVE BEEN EVALUATED (35)

Alabama—1961
Arizona—1967
California—1963
Colorado—1963
Connecticut—1960
Delaware—1960
Florida—1961
Georgia (GEA)—1967
Hawaii—1962
Idaho—1969
Illinois—1960
Iowa—1960
Kansas—1959
Kentucky—1969
Maine—1966
Maryland—1967
Massachusetts—1967
Michigan—1959
Minnesota—1966
Missouri—1969
Montana—1960
Nebraska—1964
Nevada—1967
New Hampshire—1966
New Jersey—1968
New Mexico—1969
New York—1959
Ohio—1967
Oklahoma—1968
Oregon—1959
South Carolina—1961
South Dakota—1968
Utah—1960
Virginia—1969
Washington—1962

STATES THAT HAVE BEEN REEVALUATED (8)

Delaware—December 1969
Illinois—1968
Iowa—1968
Kansas—1963
Michigan—1967
Oregon—1969
South Carolina—1968
Utah—1967

STATES SCHEDULED TO BE EVALUATED (4)

Alaska—May 1970
North Dakota—May 1970
Tennessee—January 1970
Wyoming—April 1970

German-American Get-Together

★

Chris Mitchell is a builder of bridges—bridges of friendship between her American second-graders in Frankfurt and their German counterparts. She frequently invites the German children from across town to visit her pupils in Frankfurt Elementary School #1, one of more than 300 schools operated by the U.S. Department of Defense for children of military personnel overseas. And just as frequently, the Heinrich Seliger Volks Schule reciprocates. In these pictures, the German children at one of the German-American get-togethers teach the Americans how to make Christmas tree ornaments. Chris, in the photo at the right, is making like another Chris—Kriss Kringle! In addition to teaching second grade, she is membership chairman for the Overseas Education Association, an NEA affiliate.

GEORGIA MARSH, *former education editor,* Miami Herald, *Miami, Florida.*

Communications-Arts Teams

□ **In Broward County, Florida, four teams of specialists** are helping to bring a multifaceted approach to learning into hundreds of classrooms. To do so, they use films, tapes, construction paper, crayon, matboard, burlap, tissue, glue, plastic, silk, clay, cameras, sponges, muslin, scissors, slides, and headphones—to give just a partial list of materials.

Each team includes an art specialist, who is a certificated art teacher, and a communications specialist, who must be competent in the use of all audiovisual equipment. A team member must have at least three years of classroom teaching experience.

Each team is stationed at one of four pilot schools, all serving disadvantaged children. Three of the schools, including two elementaries and a junior high, are part of the Broward County Public School System. The fourth is a Catholic school serving all grades.

Instructional television spreads the innovative work from the pilot schools to other schools serving disadvantaged students. In-service training and the production of in-service films for showing on ITV are a major part of the communications-arts program.

Officially called the Communications-Arts Production and In-Service Training Center, the project is funded under Title III of the Elementary and Secondary Education Act. Now in its third year, the program received a $126,000 grant for the initial year, $120,000 for the second year, and $119,000 for this school year. The greatest portion of the funds is used for salaries.

The project reaches some 3,000 children in all grades and more than 100 teachers. But because it emphasizes in-service training, it will, in years to come, be beneficial to thousands more children in many more than the original four pilot schools.

Like numerous other ESEA programs, the purpose of the communications-arts project is to provide cultural enrichment for disadvantaged children through use of the multimedia approach, plus field trips and extensive use of community resources. In addition, the project prepares materials to individualize instruction.

Team members, working directly in their assigned schools, help in the planning and preparation of creative visual materials.

A seventh grade English teacher at Driftwood Junior High was able to spice up a unit on mythology with three different sets of slides illustrating the famed Greek and Roman myths. The slides (75 of them) were made by the team's media specialist, who used magazine pictures as his source.

In the same school, remedial reading students found new pleasure in learning to decipher the printed word when the media specialist came up with a radio script for the story of Rip Van Winkle. The students taped the script, combining learning to read with a dramatics project.

One objective of the communications-arts program is for teams to identify, locate, prepare, and distribute resource materials to support the classroom teacher.

Sometimes all that a team member has to do is locate the resource. One art specialist heard that a junior high art teacher from Japan was touring the area. Since third graders in her school were studying a unit on Japan, the art specialist rounded up the visitor, who spent more than two hours talking about his hometown to three classes of entranced third graders.

Another media specialist made learning about the Civil War far more fascinating by finding excellent pictures of battles and making color transparencies out of them.

A prime responsibility of the program is in-service training for teachers, who learn to produce and utilize specialized materials to meet the unique needs of the children they teach. To do this, Carl Crawford, the project coordinator, and his team conduct in-service workshops at pilot schools and produce in-service films, which are shown on the county's instructional television station.

The response to in-service workshops is excellent. Teachers from Watkins Elementary School showed up for a voluntary in-service work session at 7:30 on a Saturday morning and kept the specialists busy until 4:30 that afternoon.

In addition to its art and media specialists, the program employs a production specialist who is a commercial artist, competent in the use of photography and audiovisual equipment and who can assist art specialists in preparing various art media for classroom instruction.

The project also has an information specialist who has a degree in library and audiovisual services. He prepares in-service films and gets word out to the pilot schools that certain materials are available and that in-service workshops are scheduled.

The overall responsibility for the program falls to Robert Miller, director of learning resources for Broward County schools. The program is housed in Broward's Instructional Television Center. When not at the center, each team is at its own school, where space has been set aside for the team to work on materials.

The teams' activities are as varied as the materials they use. In one month, for example, the teams photographed and developed a unit on "How To Use a Camera," arranged for a group to visit a fire station, designed covers for science booklets, located information on dance steps for an Indian ceremony, and

planned a diorama of a Seminole Indian village. In addition, they helped in the construction of Indian drums, assisted students in taping a Code of Ethics, lent students a hand in constructing ceramic plaques, helped sixth graders construct a bulletin board on elections, and assisted students in the construction of a world map.

The same month, in-service activities for teachers included demonstrations of letter cutting, how to use bulletin boards effectively, silk screen technique, relief printing, and paper folding, as well as the use of the dry mount press, the tape recorder, and the copy machine.

With student help, some 747 transparencies were made that month in one junior high alone, and another 140 originally designed transparencies were made by teams in all four schools.

Teams matted 51 prints and drawings, produced 1,131 slides and 248 ditto masters. They made a dozen maps, 30 silk screen prints, and a long list of posters, booklet covers, charts, audio tapes, and clay models.

Team members emphasize that the unusual aspect of their project is the team approach, which has the art and media specialists working cooperatively with teachers in the four pilot schools to improve visual communications with students.

A fifth grade unit on American Indians was climaxed with a play presented to the entire student body. The art specialists assisted the teacher in helping students create the scenery and props. The media specialist and the teacher let the children record their parts on tape recorders so they could listen for pronunciation, voice tone, and diction.

No discipline—mathematics, history, health, or art for art's sake—is beyond the specialists' ability to bring new dimensions to it.

Media specialist Dorothea Moran tells how first graders are given clay to mold or cardboard figures to make in order to help them understand the concept of size. "It's so much easier for a young child to grasp what the teacher is talking about when he can see it," she says.

The team at Watkins Elementary School produced a slide carousel designed to get reticent first graders to talk. The pictures were of such subjects as a telephone lineman, a policeman, and a woman baking cookies. The slides stimulated questions from the pupils and produced lively dialogue between them and their teacher.

Art specialist Carol Wintermute prepared a series of pictures illustrating how to draw in perspective. Elementary teachers in her school do not have to be trained in art to use the pictures as an effective teaching tool for students.

Third graders at one school made such good transparencies of poisonous flowers that the media specialist subsequently made them into permanent identification slides.

Sixth graders created their own stories and then used clay models to illustrate them. Others bound their books and illustrated the covers.

A remedial reading teacher sought help from media specialist Walter Jordan because she found her reading materials just didn't interest her older junior high boys. Jordan produced a highly successful slide carousel of automotive parts accompanied with appropriate words.

In the junior high small groups of students help team members make films, tapes, transparencies, and slides. One ninth grader at Driftwood Junior High had such success in helping to make a series of slides to go with a unit on Spanish that he dropped his plan of quitting school and is now in senior high school.

Mathematics teacher Lynn Drager found a set of mathematics games she wanted to use, but she had only small magazine illustrations from which to work. "The best I could have done was draw on the board, but the team members produced a set of transparencies, and youngsters were able to make individual mathematics puzzles out of cardboard by first viewing the illustrations on the overhead projector."

In the pilot schools, overhead projectors, barely used before, are much in demand. Filmstrip projectors, tape recorders, and slide viewers rarely are idle.

Art specialist Gordon Hale says that sometimes the "demands are more than we can meet. The better teachers, the ones who plan well and are more imaginative, are constantly seeking aid from many sources."

The enthusiastic response to the team's presence did not occur overnight. Team members moved cautiously, even diplomatically, in their individual schools.

"The team would get one disciple and go from there. The specialists spent a lot of time in the teachers' lounge just getting acquainted," Dr. Miller says.

"Many teachers, of course, always have wanted to do many of the things the teams are doing, but they just didn't have the know-how. Once they realized the service was in their school and the team was not there to take over, they took advantage of it."

Principal Donald Linton of Driftwood Junior High says the presence of the team in his school "gives teachers the opportunity to do things they've never had time to do before."

He adds, "When the project gave us a team, we were told if we didn't keep it busy, it would be transferred to an elementary school. That was more than two years ago and the specialists haven't left us yet."

Even field trips, an important phase of the communications-arts project, take on new dimensions under the team's direction. Early in the project's organization stages, Crawford and his specialists compiled a list of field trip opportunities and cultural events as well as resource people who indicated they would cooperate with the project.

Using the list, team members help many teachers become aware of a wide range of suitable places for possible field trips, such as a taxidermist's shop, an arms museum, several art museums, and various businesses and manufacturing plants.

The communication specialist usually makes the necessary contacts and plans the field trips. Team members either take pictures themselves or help students operate simple cameras to make their own pictures of the trips. Later these are made into filmstrips

or slides for use in future discussions.

Fourth graders from North Fork Elementary School visited the Historical Society of Fort Lauderdale, a museum; had a number of pictures taken by the communications specialist; and, as a follow-up activity, built their own replica of the original fort and trading post.

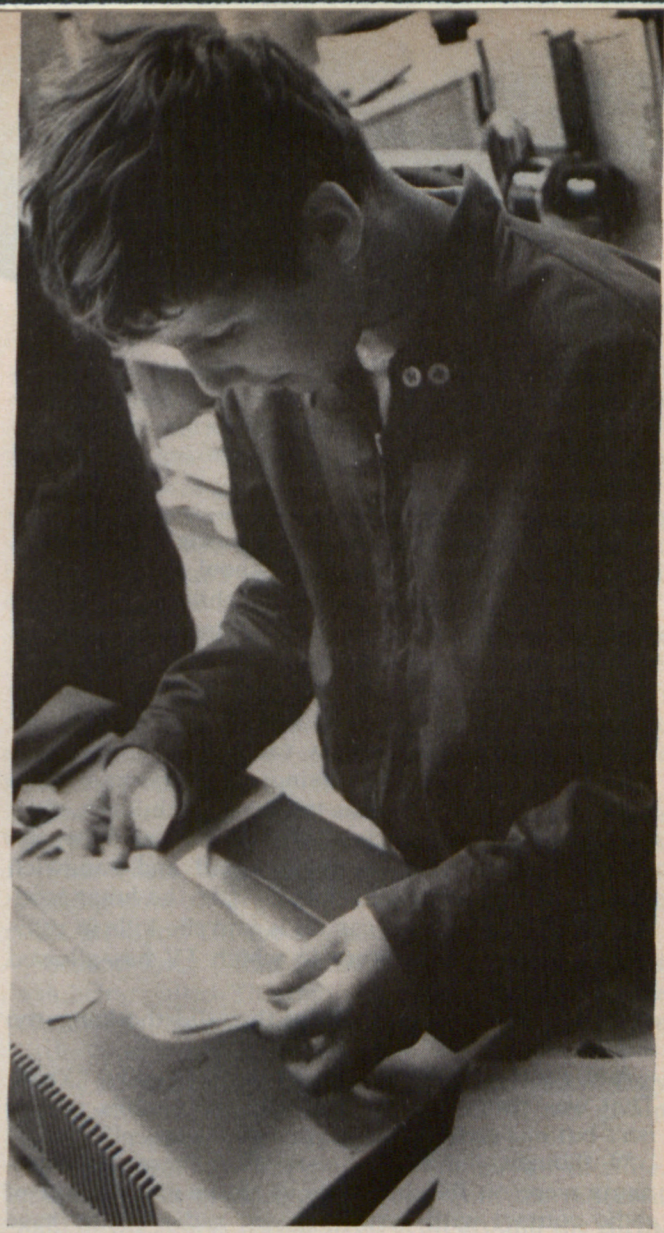
At North Fork, the students made small replicas of an early American fort including homes, schools, churches, stores, and farm areas; a model farm; a Hawaiian village with volcanoes and mountains; a circus with children's stuffed animals in decorated cages made from cardboard boxes; and area maps of the county.

The success of the projects at North Fork was brought home when 11 disadvantaged children received top honors at the annual countywide art exhibit sponsored by a local chain department store. One of the youngsters, a fourth grader who had been a problem child and chronic absentee, now attends school regularly.

Student demands for further involvement have been so extensive that teachers, with the cooperation of the principals in pilot schools, have set aside special times during the day when interested students are excused from class to help in the production of materials.

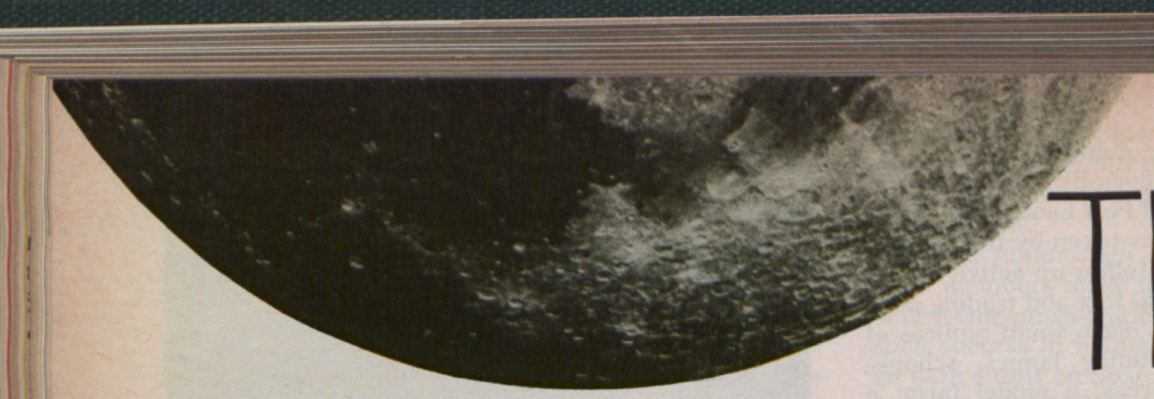
Dr. Miller, Mr. Crawford, and their crew anticipate that in years to come, the techniques, films, individual study units, and activities tried first in the pilot schools will be used countywide by Broward's 90,000 public school children and 10,000 nonpublic school children.

They also believe that in the not-too-distant future each of Broward's 101 public schools and 25 nonpublic schools will have its own communications and arts specialists. In the meantime, communications-arts specialists will continue to innovate and experiment in order to make learning a three-dimensional process that captures the imagination of all types of children. □



A student at Driftwood Junior High School prepares ditto masters.

These two students have been asked to prepare color illustrations of "Animals Without Backbones" for a science class at Driftwood Junior High School. Ken Falana, art specialist, observes. All members of the communications-arts project teams must have had three years of classroom teaching experience.



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VIRGINIA H. ORMSBY, *language arts specialist, George Washington Carver Elementary School, Coconut Grove, Florida. A former classroom teacher, she has taught third and fourth graders, using the method described in this article.*

☐ **It may seem brash, if not downright hazardous,** these days for an elementary school teacher to attempt the teaching of science to children of fourth grade age—especially if it's even remotely connected with the moon. As often as not, the kids know more than the teacher does. After all, who needs the teacher when they've had Wernher Von Braun and Harold Urey at their disposal? How can a teacher feel anything but superfluous discussing weightlessness, when he knows that Mike Collins taught the "children of all ages" about that principle—and in space? Who can match Collins's visual aids of bread and sandwich spread floating around his head? After the lunar landing, about all a teacher can do is join the kids in reliving a wonderful adventure in which TV has allowed them to participate.

"Hey, I liked the part where they did the kangaroo hop on the moon!" someone says.

And another child explains knowledgeably, "Yeah! That was really groovy! But, see, the moon's gravity isn't but one-sixth of the earth's. No wonder!"

"I thought the neatest part was where the astronauts were on the dark side of the moon and out of radio contact with earth, because radio beams have to travel in a straight line."

"Are you sure of your facts?" the teacher might stall. "Maybe someone had better look that up." (Maybe, with luck, he can get to the encyclopedia first. Oh, please, please let me be able to stay one jump ahead, he prays.)

"Man! What if the LM's retro-rockets hadn't fired and those guys had got stranded on the moon! Wow! They'd have either burnt up in the daytime or frozen to death at night. 'Cause, see, the moon hasn't got atmosphere like the earth. And there's no water up there either."

How can you teach children anything when, already, they're bandying about words and phrases like *apogee* and *perigee* and *pitch* and *yaw* and *gravitational field* and *module* and *rendezvous?* They've seen the Sea of Tranquility with their own eyes. Vicariously, they've collected moon rocks and scuffed up lunar dust. And now that we're eavesdropping on Mars, what's a teacher to do? to paraphrase a Madison Avenue commercial.

Even in your insecurity, go on teaching them science anyhow. Or perhaps it's reteaching. And occasionally you will find children who don't know more than you do, and you can revel in your good fortune.

Regardless of the relative sophistication of the children we teach, I'm convinced that there's still a place for the teacher, and maybe a new dimension can be given to science even if Dr. Von Braun and Dr. Urey did scoop us during that glorious week in July. Perhaps our job is to help the children in relating science to the poetry, the history, the lore of the human species. A Nobel poet once said that the poet and the scientist are much closer in spirit than people would imagine, and I can believe that. Man's hopes and fears and dreams and curiosity help lead to his moment of truth. And his truth, while not always of the stuff that dreams are made of, is a mind-expanding experience that produces wider visions and greater purpose.

So teachers should still plan to teach eight- and nine-year-olds about the moon—and the sun and Mars and the other wonders of our universe, to say nothing of such things as gravity and atmosphere, air pressure and the water cycle.

Science can be the catalyst in many different subjects. In arithmetic, for example, who could help but blunder into fractions—ready or not—when comparing the moon's diameter to that of the earth? Who could resist some challenging problems in math when discussing the speed of a rocket? And if "pulling six G's" doesn't pose a problem in multiplication, what does?

A "unit on the moon" can't be capsulized into the slot on the schedule marked "Science—Monday, Thursday, 9:15-10:45." If it's interesting enough to study at all, it's interesting enough to permeate everything else—geography, literature, math, art, music, drama.

The moon certainly deserves a place of honor in the language arts. What have the poets said about it? And the ancients? What fears and superstitions has man

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MOON'S PLACE

created about the moon? What myths and legends deal with it? There's all that for pupils to explore in addition to the scientific facts, experiments, and research.

So I'd read poetry about the moon to the children—lots and lots of it—and myths and legends and science fiction and history. I'd find books that they can read—or more often *they* do. Often, in their eagerness, they find books they cannot read, but they learn from the illustrations.

Soon, with a little encouragement, the kids will be writing—or dictating—their own poetry, science fiction, and factual material about the moon. They will be eager to write and illustrate their material and to letter charts with felt markers or black crayon. Charts are easy to share with the class, and the kids can readily see that scientific writing must be accurate and precise whereas poetry and fantasy may, and should, be fancy-free and even a little wild.

Sometimes a book evolves from the children's writing. Kids can letter and illustrate their own dittos, even if they manage only a line or two. When the dittos are run off and stapled, everybody has a book of his own, to which each pupil has contributed something.

And now for the culminating activity of the unit. "Wouldn't it be great if Neil Armstrong and Buzz Aldrin and Mike Collins had a time machine," the teacher might say, "and could go back to caveman days, or to an ancient Greece or Rome or Egypt and 'tell it like it is'?"

That idea is all you need to start things moving—except maybe to produce a big, cardboard carton for a time machine. There are enough parts in the play for everyone, roles for cavemen, Greeks, astronauts, and poets, and for an infinite number of walk-ons who represent members of the Houston ground control unit. There can even be a Walter Cronkite as well as a Wernher Von Braun and a Harold Urey!

Once the kids get the idea, it's their play. They may let their imaginations run free, with one exception: The knowledge they have acquired about the moon or anything pertaining to it must be presented accurately and lucidly. Here's the way it might go, with variation, according to the children's interest and enthusiasm.

A caveman family is looking at the moon. The time machine lands, and its occupants surreptitiously listen in on the family's conversation.

The following dialogue is what I remember of a play that a group of children ad libbed on this theme:

Boy: Hey, Papa, what's that big, old yellow thing up yonder in the sky? Sometimes it be real close and then again it far away. Sometimes it be big and fat and sometimes it be skinny. What is it, Papa?

Papa: Why, son, don't you know what that is? That's a big, old yellow cat prowling around looking for something to eat. Man, he will get you *good* if you don't mind your mamma. Don't *nobody* mess with that old cat. Cause when he's fat, he done already eat up the bad children. And when he's skinny, look out!

The poets rush up and try to destroy the caveman's myth. They try to tell the boy what the moon really is.

First Poet: What is the moon? It's a golden ball floating on a silvery sea!/It bounces over trees,/And sails all night/Till the sky gets light.

Second Poet: What is the moon? /It's a big silver fish being pulled/Through a big black ocean./And the clouds are the foam on the waves/And the stars are little silver fish running after.

The scientists and the astronauts are outraged. They *know* what the moon is. At least three of this group have been there!

First Astronaut: The moon is the earth's satellite. It's a big ball of rock that shines from the reflected light of the sun. It travels in an orbit around the earth.

Second Astronaut: The moon's diameter is about one-fourth the diameter of the earth.

And so the play proceeded.

Children can make up their own dialogue, costumes, and props. These may be as simple or as elaborate as they wish. If they grasp the central idea, they can carry on with little or no help from the teacher. I have never yet done this with a group of children who did not recognize the importance of truth as opposed to ignorance, fear, and superstition. They also were able to grasp that poetry has its own kind of truth.

Perhaps an added but well-earned bonus was that before it was over, they also knew their science. They had to. Who would want to freak out in front of an ignorant bunch of cave dwellers? □

CLASSROOM

INDIVIDUALIZED

LEONARD L. STILLWELL, *coordinator of instructional materials, the Kamehameha Schools, Honolulu.*

□ **Individualize teachers' in-service education? Why** not! Teachers and administrators are constantly trying to find new ways to individualize instruction for children. Why not accord the teacher the same treatment? After all, teachers are individuals too; they differ in intelligence, interests, and needs.

At present, the after-school teachers' meeting, the one- or two-day vacation workshop, or the two-week summer workshop (sometimes for extra pay), complete with resource speakers and a carefully structured activities agenda, are par for teachers' in-service education. But how often do teachers (like some of their students) "tune out" such programs—especially the ones in which they're given little, if any, chance to develop activities that suit their interests and needs?

The Kamehameha schools have been trying to put new life into their in-service education program. Teachers there are required by contract to participate in a two-week summer workshop once every three years. Understandably, not all of them approach the assignment with enthusiasm.

The problems of organizing meaningful, productive workshops were apparent; the solution was much simpler than anyone anticipated. The first of a series of consecutive workshops was organized in 1965. Their purpose was to demonstrate the potential of audio-visual media in schools and to help teachers develop some skill in the use of media in their classrooms. Our motto was "Have Fun," and we felt that individualizing each person's program would fulfill that goal.

Having agreed on the need to select a project that would be worthwhile to all participants, we chose the development of graphic instructional materials, with emphasis on overhead transparencies but with provision for some teachers to prepare photographic slides, filmstrips, and tape recordings. Next, we decided to be a working workshop and therefore eliminated all passive activities except such essential ones as lectures, demonstrations, and presentations by outside resource people. Finally, we decided to encourage teachers to create instructional materials particularly suited to the interests and needs of their students.

Recruitment of an expert staff and collection of a wide assortment of materials and equipment were essential if the workshop was to be successful. We were fortunate at Kamehameha to have well-qualified professionals and paraprofessionals who could guide individual teachers in the workshop sessions. The di-

rector of instruction; the audiovisual coordinator; and the graphic artist, photographer, technician, and office clerks of the Audiovisual Department assisted participants during the entire workshop. We purchased graphic material for producing overhead transparencies in quantities more than sufficient to meet our needs and supplied each participant with a drawing board and a kit of basic graphic artist's tools. (The cost of the materials was de-emphasized so that participants would use them freely without undue concern about their expense.) The workshop area had the necessary equipment to produce transparencies for overhead projectors and attractive bulletin boards with displays of typical graphic instructional materials and production techniques.

The results more than exceeded our expectations, not only in the quantity and quality of the instructional materials produced, but in the positive attitudes that participants developed toward audiovisual media as teaching tools. Each teacher produced materials that fit the needs of his unique teaching tasks.

The flourishing growth of audiovisual services at Kamehameha can be directly traced to this and subsequent workshops conducted with the individual rather than the group in mind. A similar workshop was carried on the following summer. Then at the request of teachers who had not been scheduled to attend the summer workshop, a week-long, evening one was held in early fall.

Despite their evident success, these in-service education efforts did not completely fulfill the requirements for true individualization. First of all, the workshops were limited in scope, because participants worked with audiovisual media only. Second, the activity was scheduled for a specific time and place. Finally, it was a professional assignment, not necessarily one of personal choice.

What additional steps might be taken to expand the concept of individualizing in-service education? What further application of audiovisual techniques might be used to facilitate individual opportunity for professional improvement? The experiences gained at Kamehameha in individualizing student learning activities provide a partial answer.

Student use of audiovisual materials and equipment in carrels is increasingly becoming an accepted method of instruction at Kamehameha. Why not adopt this approach for teachers?

At present a modest amount of materials and equipment is being assembled for such a program. A variety of educational materials in an audio or visual form and the equipment for individual viewing and listening will be placed in teachers' lounges in much the same manner as they are in student carrels. Then, teachers will have an opportunity for increasing their professional knowledge—by choice.

The advantages of this approach seem limitless.

1. Teachers will be free to choose from available subjects those of interest to them, or they may ignore the materials entirely.

2. They can examine and reexamine materials at their convenience and at their own pace in a comfortable, relaxed atmosphere.

3. In-service education can become a continuous activity as long as there is a constant, changing flow of materials.

4. Information presented in this manner need not be restricted to any specific topic or topics as was the case in the workshops. In fact, the success of the program may well be determined by the number and variety of materials available.

What are some program possibilities for this type of teacher in-service training? A number of tape recordings of presentations at meetings and conventions attended by representatives of the Kamehameha schools that are already available enable fellow teachers to share these events. Media specialists are preparing a tape/slide program of the behavioral characteristics of Hawaiian and part-Hawaiian children. They are also adapting existing tape/slide programs depicting the historical backgrounds, instructional programs, administrative policies, and procedures in the Kamehameha schools. (These should be particularly helpful to new teachers.)

Audio tapes and 16mm films from colleges and universities, professional educational organizations, and educational foundations are other possibilities for the in-service education program. Additional projects might include preparation of step-by-step training programs to illustrate school management procedures. Teacher-prepared programs describing successful classroom methods and materials are another possibility. Teachers might even preview commercially produced instructional materials for students.

The ultimate success or failure of individualized in-service education may or may not depend upon the application of audiovisual technology. It may finally depend upon the attitudes of teachers and the way the program is organized. Think a bit. Isn't it time for school systems to break out of the traditional patterns and attempt new ways of providing for the educational needs of teachers as well as students? □

Teaching the Handicapped Child

CARL H. HANSON, *instructor, special education, elementary and intermediate physically handicapped children, Montana Center for Physically Handicapped Children, Billings.*

□ **At our school, where all of the children are physi**cally handicapped, both the teaching techniques we employ and the way we arrange the classrooms are designed to provide the optimum learning climate for children with physical impairments. I believe that teachers of regular classes that include one or more physically handicapped children might improve the learning opportunity they offer those children by borrowing some of the features of our special classes.

Turn the lights on, feed the goldfish, open the window, greet the parakeet, arrange the materials, check lesson plans, and then watch the children come rushing into the room. Any classroom? Yes, even a classroom for physically handicapped children.

The day starts with a sharing period that encourages language development and provides the opportunity for the teacher to become better acquainted with the students, and the students, with one another. "What do you have to share this morning?" may bring responses like: "I have a worm," ". . . a frog," ". . . a butterfly." The teacher, of course, must remain calm, cool, and collected, even if strange beasts are deposited in his hand or are scuttling around the room.

After the sharing and baring of secrets is over, we turn to classwork. We approach the three *R's* in many different ways, and the variety makes for interest. "Where's my ball?" may sound like a strange question for a child to ask during the writing session, but our classwork comes to a halt momentarily as a bouncing ball—a strange looking one with a pencil pushed through it—is retrieved. We call the ball a writing aid for those who have difficulty holding the pencil. We make other writing aids from such unlikely materials as bleach bottle handles, curler sponges, twisted wire, and rubber tubing.

The solution to a particular problem may be so obvious that we tend to overlook it. For example, one boy who was left-handed and had tonic neck reflexes and a condition known as athetosis that caused his fingers to move involuntarily could only pull toward his body. He wrote quite well, but the writing was upside down. The solution for his problem was to turn his paper upside down while he wrote, then reverse it. The procedure wasn't according to the rules of penmanship, but not everybody can write upside down, either.

The electric typewriter on the floor may cause some concern to the visitor, but when somebody has a tonic neck reflex, the floor is the easiest place to manage those fighting muscles. "Wham" goes the boy's hand. He is not fighting the typewriter; he is just putting his hand on the keyboard so that he can write. A special guard on a typewriter enables another boy, an athetoid, to produce a legible paper instead of causing the keys to jump out of the machine.

Many times the students themselves come up with the answer to a particular problem. One girl couldn't write on the board because she couldn't get her wheelchair close enough. It seemed hopeless until she asked, "Can you put the board on the floor and take me out of the wheelchair?" Indeed we could, and lying on her stomach enabled her to write on that fascinating blackboard.

At other times, finding the solution to problems is my responsibility. When someone says, "What did you say? I can't hear you," it is the signal for me to say, "This seat near me is just your size. Won't you come up and try it?" In order to avoid hearing, "Teacher, don't turn your back," I use the overhead projector instead of writing on the board. In this way, I can present a full face to the acoustically handicapped.

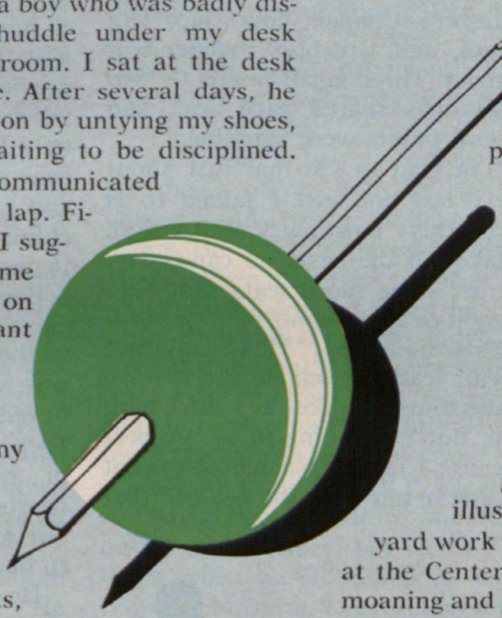
The auditory trainer is a real boon to those who need extra sound volume and fewer distractions in order to become involved in the intricacies of reading and other classwork. By tuning in with their earphones, the children can hear stories and music coming from tape recorder or record player.

Little dramas are acted out in my classes every day. For example, one day a book came sailing from a boy's outstretched hand directly at my head. A quick duck foiled a direct hit, and the blackboard took the punishment. Instead of disciplining the boy, I put the book into the wastebasket (to be retrieved after school). As

the boy explained why he didn't like that book, he relaxed. It seems that it had been forced on him at another school. After several months, during which he read out of a notebook that contained stories based on his personal experience, studied a basic vocabulary, did kinesthetic tracing of letters, and received love and care, he was able to return to the basic reading series.

When one boy was told that he was doing fine work, he got up, bowed deeply to the rest of the class, and said, "I love you, Teacher." The teacher responded with a quick hug; after all, it is a joy to be loved.

Every day for several days a boy who was badly disturbed emotionally would huddle under my desk whenever he came into the room. I sat at the desk acting as if he weren't there. After several days, he began a form of communication by untying my shoes, taking the laces out, and waiting to be disciplined. When I didn't get upset, he communicated further by crawling into my lap. Finally, he talked to me. When I suggested that the desk near me was empty and had his name on it, he was able to make the giant step away from his secluded sanctuary. I assured him that he could return to the kneehole of my desk at any time.



When the many activities going on in the classroom bring a feeling of frustration to some of the students, I provide a quiet place away from the confusion where they can concentrate on the work at hand. A "private office" created by placing two folding screens around a desk was very handy for one little boy who was determined to get his arithmetic done. When I was walking about helping various individuals, I stopped to peer over the screens and asked, "How are you doing?" He answered, "Please don't bother me. Can't you see that I'm busy?" He was, and he made a perfect score. When the need for them was over, we put the screens away to use another time.

Initially, the interns, student teachers, work-aid personnel, volunteers, and observers in my room are tense and undecided about what to do when working with various handicaps. They show this by the questions they ask during counseling sessions, questions like "What do you do when a child falls down?" My response is, "Check to see if anything is broken, namely, the floor." I go on to say that a quick survey will reveal whether anything serious has happened and that a cuddle can soothe a minor hurt. I assure them that the handicapped child usually knows how to fall and should be encouraged to get himself up.

It is important for interns to become acquainted with the child as a person. For this reason, I urge them to observe the children's play activities. Playacting, for example, brings out the experience backgrounds of the children. Their play makes it evident that they are no strangers to hospitals, nurses, doctors, therapists, and teachers. It isn't uncommon for pupils to have dolls that are bandaged all over or equipped with braces and special devices for eating and sleeping.

Visitors who come to the room with the idea that they will witness misery and the unnatural are surprised to find the children working diligently, with one purpose, to get the assignment done in the allotted time. Their first concern in the classroom is about learning, not about their handicaps.

During one visit, a sympathetic lady was clucking over a little girl who, face screwed up, tongue out of one corner of her mouth, was working with a pencil holder. The visitor said, "Oh, you poor little girl, having to use that thing for writing." The little girl looked up and with a bright smile said, "Yes, and I have cerebral palsy, too." The lady was shocked. I hastily assured her that all the children knew what their problems were, had ceased to worry about them, and now worked to solve them. Then each of the youngsters told her about his particular handicap.

I feel that fear of the unknown can cause failure. When we know the reason for a handicap, we cease to think about it and instead watch the child grow in spirit and in body. This was illustrated early one spring when the usual yard work was under way around the various homes at the Center. A hemiplegic boy came into the room moaning and groaning, with his good hand to his back.

"What's the matter? Are you crippled?" someone asked. "I sure am, from all that raking and work in the yard," he answered.

Instead of thinking about the side of his body that was paralyzed, this boy was concentrating on the hard work he had been able to do and feeling proud about it.

Concentrating on the child and what he can do rather than on his handicap and what he *cannot* do will go further than anything else a teacher can do to help a physically impaired child to realize his potential. Sometimes, however, it is helpful to make concessions to the handicap by making minor changes in the equipment and arrangement of the classroom.

- Crutches on the floor can cause quite a problem, for they seem to sneak out from under a desk just in time to trip someone. Small hangers attached to the side of a desk end this hazard.
- Trikes are helpful when the schedule demands that classes change in a certain span of time. The trike is certainly quieter than crutches and often speedier, and the handlebars make a great place to prop a book in the classroom.
- A pathway for wheelchairs on the perimeter of the room makes it possible for the wheelchair-bound to come to the classroom, get to the library corner or to the teacher's desk, and go back to home base. Home base is usually located near the door, so that wheelchairs have a head start at recess time and at noon.□

e.p.

JESSE STUART, *novelist, poet, and short-story writer; former teacher and school administrator, Greenup, Kentucky.*

□ **One long-ago July I was plowing** our corn for the last time when my cousin, Everett, "E.P.," Hilton, came across the field with his head sticking above the corn. "Stop a minute, Jesse," he said. "I want to see you. I won't take but a minute."

I stopped my mule in the corn row and waited. Always in a hurry, E.P. walked briskly across the corn rows to where I was resting my mule.

"I've come to see you about coming back to school," he said. "I'm going to begin teaching at Plum Grove this fall. Have you heard?"

"No, I haven't," I said.

"Well, I've worked at enough different jobs to know I want to be a teacher the rest of my life," he said, "and I made a very high grade on my teachers' examination. I'm visiting every home in this district to see my pupils and their parents. Jesse, you should never quit school now! You should make something of yourself!"

E.P.'s interest in me made me more interested in myself. Only five years older than I, he seemed like an older brother to me.

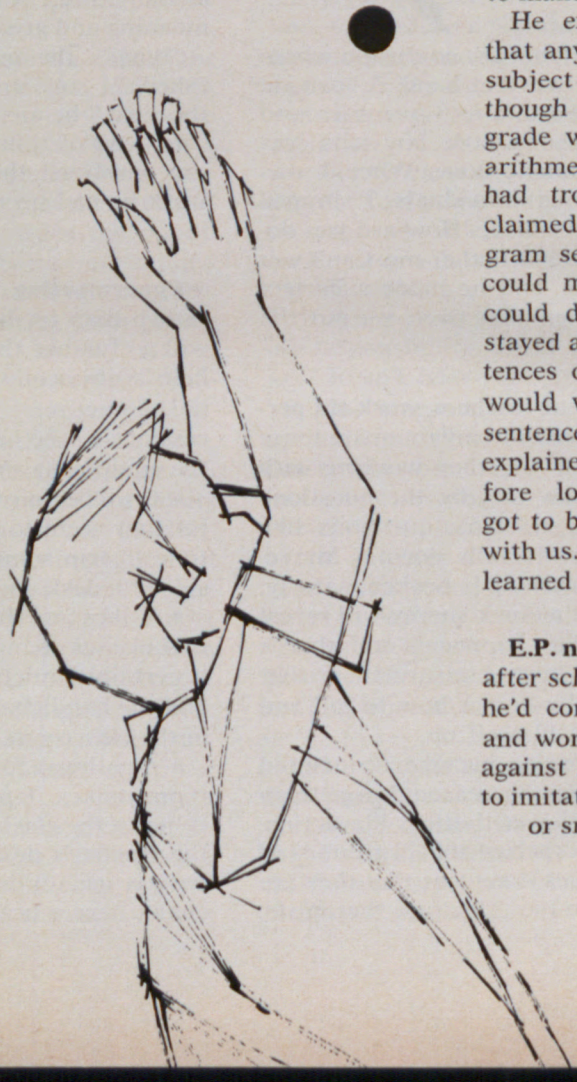
"You're the first teacher who has ever checked to see if I was going to school," I said. "I'll be there, but I can't come every day. As you know, dad works on the railroad section and I have the crops to gather and work to do here."

"Come whenever possible and I'll try to help you make up the days you miss."

And so on Monday morning I was back in the one-room Plum Grove School. The classroom was crowded from wall to wall. I wondered how one 19-year-old teacher, only a high school graduate himself, could discipline and teach all the pupils he had rounded up. They had come not only from Plum Grove but from Johnson's Chapel, Low Gap, Old Steam, and Greenup Independent District. Three small pupils or two large ones shared each seat, and several pupils were standing.

"I'm glad to see that just about every boy and girl I talked to is here this morning," E.P. said. "Make out the best you can today; I'll get some more seats sent here tonight or early tomorrow."

Then he added, "This is my first day of teaching school. I'm sure to make some mistakes as I work with you. But I am going to do my best because I feel that a school cannot be any better than the head of that school. I'll do all I can to teach you and to help you, and at the same time I will work diligently to improve myself. Remember your first goal is to finish the eighth grade. Your second goal is to enter and finish Greenup High School."



E.P. had his hands full. In the warm fair days of summer and early autumn, he had as many as 60 pupils in all the grades from the first to the eighth inclusive. In previous years the attendance had fallen as low as 20. But he was the only Plum Grove teacher who had ever sat on the parents' doorsteps and talked with them about their children's future and what it meant to them to go to school.

Everett was not a strict disciplinarian. He allowed us to whisper to the pupils who sat beside us if it was about our schoolwork. He believed in giving us enough work to keep us busy, and he also believed in our getting an assignment thoroughly. He said if we did all our assignments, we were entitled to make some noise.

He explained things so clearly that any one of us could learn any subject taught at Plum Grove. Although many of us in the eighth grade were averaging about 90 in arithmetic and other subjects, we had trouble with grammar and claimed we couldn't learn to diagram sentences. E.P. told us if we could make 90 in one subject we could do it in another. We often stayed after school diagraming sentences on the blackboard. Everett would work with us, and after a sentence had been diagramed, he explained each part of speech. Before long, diagraming sentences got to be a game and an obsession with us. It was a lot of fun, and we learned grammar in the process.

E.P. not only taught us before and after school and during the day, but he'd come to our homes at night and work with us when we were up against lesson problems. We began to imitate him. Since he didn't drink or smoke, and not one of us ever

heard him utter a foul word or tell a dirty joke, we behaved in much the same way. When we got our first suits with long trousers, we picked the color, style, and cut of clothes he wore.

When we teen-age Plum Grove boys went to the showboat on the Ohio River, E.P. went with us. It was a 10-mile walk there and back, but we liked the plays, music, and dancing on the showboat and so did he. When we fox hunted on the high hills, he was with us. When we hunted possum at night with hounds, a sack, and a lantern, he went with us. When we got mad at each other and a fight was in the making, he was there to stop the quarrel.

We were not easy to handle, but E.P. knew how to do it. A number of us challenged him to wrestle, and he never refused. Although he was a slender man, who weighed only about 150 pounds, none of us ever got him down, despite some rough tussles. Eventually he laid us down —and hard—with our shoulders on the ground.

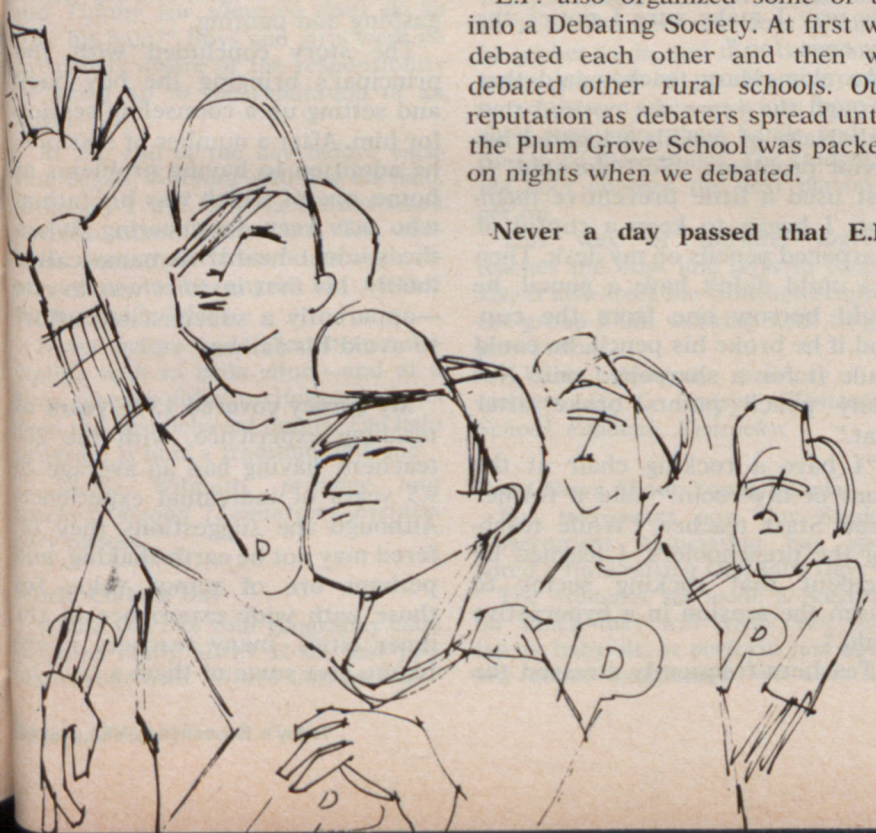
E.P. organized us into Plum Grove's first baseball team. He scheduled a few games for us with other rural schools, but they didn't give us enough competition. Then, he scheduled a game with Greenup High School. In a 16-inning ball game we defeated them 16 to 9. This ball game gave us courage and a will to fight for other things.

E.P. developed such good baseball teams that he bought a used truck to take his team to play high schools and town teams the three following years. A Plum Grove farmer gave us enough level ground for a baseball diamond. And E.P. helped the youths who couldn't help themselves buy uniforms. The parents and people of Plum Grove community were proud of their baseball team; wherever E.P. took us, they followed.

In addition to being our manager, E.P. often played with us against village and town independent teams. He was not a good baseball player. When he played, his position was center field and when he ran under the ball trying to judge it, our left and right outfielders pulled in to back him up. We fought to help him play baseball just as he fought to help us learn grammar.

We were grateful to E.P. because he financed everything for our team on his small salary, but we had to laugh when he shimmied all over center field trying to get under a fly ball. Once when one hit him on the head and knocked him out, we didn't laugh. We were so worried that many of us wept. We liked the way he went after things—even a baseball.

E.P. also organized some of us into a Debating Society. At first we debated each other and then we debated other rural schools. Our reputation as debaters spread until the Plum Grove School was packed on nights when we debated.



Never a day passed that E.P. didn't remind us of the obligation we owed ourselves, our parents, our community, and our country to become good citizens and to amount to something. The majority of us listened to his words and tried to live up to that obligation.

E.P. Hilton encouraged us to start a hobby that would make us spending money. He suggested that we raise chickens; start a dairy herd; set young peach, cherry, plum, or apple orchards; or grow strawberries. E.P. himself decided to grow strawberries as a means of supplementing his small salary, and a few of us grew them too. E.P. hauled our berries to market without charge in his used truck. He also hauled away crates of chickens, guinea fowl, turkeys, blackberries, raspberries, and dewberries for his pupils. Our products became well-known and valued in the local markets.

During the spring and summer, E.P. visited us despite his own busy hours to see how we were getting along with our projects. He discussed farming, crops, and what kind of fowl, swine, cattle, or sheep to raise for better money crops on our little hillside farms.

We also talked with him about parts of speech, debating, baseball, and Greenup High School.

E.P. Hilton had entered our lives in so many ways that he became a part of us. In the four years he taught at Plum Grove, he established a record that has never been equaled in Greenup County. He sent Greenup High School future valedictorians, salutatorians, class poets, baseball pitchers, a backfield for the football team, and four men on the football line.

He lifted and inspired youth from almost every home in the Plum Grove School District and some in districts beyond. He stirred up the stagnant waters of a small educational lake, sending waves in all directions—waves that haven't yet entirely subsided, although many years have passed. □

SOME TIPS ON CLASSROOM MANAGEMENT

JANET SPENCER, *teacher of trainable mentally retarded, Conkwright School, Winchester, Kentucky.*

☐ **"I do have pets and I am prejudiced,"** emphatically stated the tall, athletic young man, who was a junior high teacher. "I tell my students this just after I tell them my name on the first day of school. Then as their faces are still registering disbelief, I give them the stern stare I used as an army sergeant. And I add, 'My pets are those who work hard; I am prejudiced against all others.' "

Like more than 90 percent of the other teachers I interviewed for the 1969 *Hilda Maehling Fellowships for Classroom Teachers (sponsored by the Association of Classroom Teachers, an NEA department), he believed that to have well-behaved pupils in the classroom, the teacher must be in control from the first minute right through to the end of the school year.

Between April 1 and July 27, 1969, I interviewed 200 teachers representing all grade levels in both the public and private schools of Montgomery County and Mt. Sterling, Kentucky. I asked every teacher for one method of modifying behavior that he had used successfully at least once in the classroom. (Survey results will appear in a forthcoming handbook for teachers.)

Many of the methods the teachers described were minor variations of the same general ideas: Stay in control, find the cause of the problem, and be alert to the slightest change in the students.

Such a mundane thing as the arrangement of the furniture in the room can modify classroom behavior. Here is a brief list of things that are simple to do but that teachers have nevertheless found helpful:

One teacher has every child move back a seat each Monday morning. Then those in the front seats are the leaders for the week.

For many years, a first grade teacher has had a rug at the back of the room. Good behavior, such as being silent while working on an assignment, earns a pupil some minutes of free play on the rug.

"A reading table with supplementary books," stated a third grade teacher, "helps modify pupil behavior. Before money was available to buy these books, I wrote to libraries and asked for their old books so my pupils could have something to do in their extra time."

Another first grade teacher always puts the shy children in the front seats and the aggressive ones in the back seats. "I'm sure to see the aggressive ones anyway, and this way I make sure I notice the shy ones, too."

An elementary teacher said that through the years she noticed that a shortage of pencils triggered behavior problems. "So," she said, "I just used a little preventive medicine. I began to keep a cupful of sharpened pencils on my desk. Then if a child didn't have a pencil, he could borrow one from the cup. And if he broke his pencil, he could trade it for a sharpened one. Not many pencil points broke after that."

"I have a rocking chair at the front of my room," said a former Head Start teacher. "While teaching the preschoolers, I learned by accident that rocking seems to lessen the tension in a hyperactive child."

Teachers frequently stressed the importance of observing students carefully in order to anticipate problems before they get out of hand. One teacher told me a story that illustrates this idea.

She reported, "This particular class period, I was very sure of my subject matter, as I had been working on it for several weeks. I wanted it to be just right so that even the slowest learner in the room could understand it and the brightest youngster would not be bored with it. It was to be the one discussion important enough to be used to extract questions for the final examination.

"But as I looked over to the back row, I saw one student with a faraway look in his eyes, who obviously wasn't listening. This infuriated me! Even so, I kept on lecturing and tried, unsuccessfully, to get his attention by directing my gaze entirely toward him. Finally I just stopped talking and stared at him. Still, he didn't so much as bat an eye, and without even thinking, I shouted out his name.

"To my surprise, he jumped to his feet and, with a dazed expression still in his eyes, ran to the door! Across the hall he went and down the steps! Then he ran for all he was worth across the schoolyard. Placing one hand on the fence, he vaulted over it and kept running. He ran straight down the road, swerved to the right, and lay down gasping and panting."

The story concluded with the principal's bringing the boy back and setting up a counseling session for him. After a number of sessions, he admitted to having problems at home, one of which was his father, who was very domineering. When the student heard his name called loudly, his first instinct was to run —apparently a subconscious effort to avoid his father.

My survey covered 1,925 years of teaching experience, with the 200 teachers' having had an average of 9.5 years of individual experience. Although the suggestions they offered may not be earth-shaking, and perhaps are of minor value for those with wide experience in the inner cities, many teachers might like to give some of them a try. ☐

*See page 29 for a discussion of the Hilda Maehling Fellowships in World Affairs.

IDEA EXCHANGE

TODAY'S EDUCATION *will pay $5 for each item used in "Idea Exchange" that has been prepared and submitted by an NEA member and that has not been published previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and ZIP Code.)*

Christmas Angels

As Christmas approaches, my first year primary children grow increasingly excited and a bit harder to handle. One December, as an art project, we were making angels from scrap materials. On a spur-of-the-moment inspiration, I fashioned small tinsel halos for each pupil to wear. The children were entranced. Swiftly an idea grew.

Every morning until Christmas vacation, I gave each "angel" his halo which he could wear all day if he completed all the required work and behaved in an angelic fashion. Surprisingly, even allowing for my pre-Christmas leniency, very few lost their halos after the first day or so.

Once forfeited, the halo was gone for the day, but we started each new day afresh. My pupils wore the halos to the library, to lunch—everywhere except to the gym, where something might happen to them. And soon the other classes were eagerly watching to spot a bare head and to ask, "What did Timmy (or someone else) do to lose his halo?" Boys and girls were increasingly aware of the responsibility of living up to the reputation of an angel.

At the end of the day before vacation began, everyone still had his halo, although I will confess I overlooked several minor infractions. The children wore their halos home with instructions to be angels for mother during the holidays.

Never before had I had better discipline with so little effort—and at a time when holiday excitement affects even the best-behaved pupils. The halo program is now a tradition with me.

—Marie Wilmoth, *primary unit teacher, Algood (Tennessee) Elementary School.*

World Culture Day

Would you like your geography class to come really alive? If so, just proclaim your own "World Culture Day."

Let each student choose a country and prepare himself to tell the rest of the class about its climate, customs, occupations, religions, and money system, among other things.

On the day you designate as World Culture Day, have each student come to school dressed to represent his particular country and, if possible, bring items illustrative of its culture for exhibit.

In addition, if some of the students can bring in dishes of native foods, the class will be able to eat an international meal. A few foreign words and phrases will lend flavor to the occasion, and foreign background music will add to the enjoyment.

Since my geography class had such a successful World Culture Day last year, I am eager to suggest that other schools try the same idea.

—Dale Faughn, *teacher, Fredonia (Kentucky) High School.*

Getting the Jobs Done

In an effort to avoid the confusion of having a number of students moving about the classroom or performing such routine acts as sharpening pencils, going to the wastepaper basket, or getting a book from the reading shelf, we worked out the following plan:

At the beginning of the school day, and when we return from such regular activities as recess, lunch, or library, I choose one student who needs to be on the floor. He does whatever he wishes to do, and then those in the room who want pencils sharpened, paper thrown away, or books from the shelf may raise their hands and ask him to do these things. The student on the floor chooses the next person to get up.

This way of working together teaches the boys and girls to cooperate. It also frees me from interrupting the group I am working with to give permission.

—Wilda Morton, *primary unit teacher, D. T. Cooper Elementary School, Paducah, Kentucky.*

Good News About Young People

For two years now our Student Government Association has sponsored a fund-raising Odd-Jobs Day.

The students set aside a Saturday on which they will wash cars, mow lawns, baby sit, or perform just about any chore imaginable. We alert the community to the fact that they may call the school the day before Odd-Jobs Day from 8 a.m. to 4 p.m., and on Odd-Jobs Day from 8 a.m. to 3 p.m., to request these services.

In 1968, the students worked to raise funds for the Peace Corps school partnership program and made enough money to pay to build a school in Guatemala. This year they raised funds for the American Field Service in order to bring two foreign students to Springbrook for the current academic year.

—Thomas Paul Marshall, *principal, Springbrook High School, Silver Spring, Maryland.*

A Rewarding Project

For a different and challenging project, my senior English class wrote, directed, produced, and filmed a 30-minute color melodrama on a western theme.

Students did research papers on the aspects of the operation they wanted to handle, such as camera, lighting, producing, and makeup. All paper work was evaluated from the standpoint of grammar and good composition, thereby giving the students many opportunities for the practical application of those skills.

From their original short stories, class members selected ideas for the script. They cooperated on all phases of the production, dividing for group discussion according to their interests. For instance, those concerned with camera collaborated with the director in deciding on the blocking and shooting of each scene; those interested in music worked together to select appropriate themes in relation to the action on the screen; and so on. Fitting the narration and music to the action was the most difficult operation.

The movie, which required an abundance of patience and imagination, was five to six months in the making, using two class hours a week, plus many evening and early morning hours. It used about eight rolls of super 8mm film and cost approximately $17. This is a small amount, considering the reward: having ordinarily apathetic students develop enthusiastic interest and grow into a close-working unit as they see their efforts taking shape.

—Betty Campbell, *teacher of English, Post Falls (Idaho) High School.*□

VIOLENCE & TV

*Excerpts from the statement by the National Commission on the Causes and Prevention of Violence**

☐ **The mass media are an integral part of the daily** life of virtually every American. Among these media, the youngest, television, is the most pervasive. Ninety-five percent of American homes have at least one TV set, and on the average that set is in use for about 40 hours each week.

Commercial television occasionally offers the American public some of the finest in classical and contemporary drama, music, and entertainment, [as well as] excellent documentaries and panel discussions on subjects of cultural and social interest, and it regularly brings the nation together with its skilled coverage of major political events and such exploits as the Apollo space flights. But many of television's entertainment programs feature violence, and this Commission has received from the general public more suggestions, strong recommendations, and often bitter complaints about violence on television than about any other single issue.

We approach this question with great care. In our concern about violence and its causes, it is easy to make television a scapegoat. But we reemphasize what we said in our progress report last January: There is no simple answer to the problem of violence —no single explanation of its causes, and no single prescription for its control.

The problems of balance, taste, and artistic merit in entertainment programs on television are complex. We cannot countenance government censorship of television. Nor would we seek to impose arbitrary limitations on programing which might jeopardize television's ability to deal in dramatic presentations with controversial social issues. Nonetheless, we are deeply troubled by television's constant portrayal of violence, not in any genuine attempt to focus artistic expression on the human condition, but rather in pandering to a public preoccupation with violence that television itself has helped to generate.

We do not and cannot answer all of the questions raised by television programs that contain violence. But we do believe that our findings are adequate to support the recommendations which we offer to the broadcasting industry, to the government, and to the public.

Under the auspices of our Media Task Force, this Commission had an independent analysis made of all dramatic television programs presented by the three major commercial television networks during the prime children's and adults' viewing time (4 to 10 p.m.) on weekdays and Sunday and on Saturday mornings in the week of October 1 through 7, 1968, and in the same week in 1967. Some of the findings of this study are here summarized:

- In both 1967 and 1968, approximately 8 out of every 10 dramatic programs contained some violence. On the other hand, the total number of violent episodes in the study week declined by nearly one-fifth (from 478 to 394) between the two years.
- Of the crime, western, and action-adventure programs comprising about two-thirds of the networks' dramatic programs in both 1967 and 1968, virtually all contained violence.
- Cartoon programs comprised only about 10 percent of the total hours of dramatic programs, but they were almost entirely concentrated in the children's programs on Saturday morning. Almost all the cartoon programs contained violence, and the rate of violent episodes was quite high in both years—more than 20 per hour.
- Three-fourths of all violent programs and nearly 9 out of every 10 violent episodes were found in the crime, western, action-adventure category. Analysis of *all* program categories showed that 8 of every 10 violent episodes occurred in a serious or sinister context.

What these findings confirm is that as of 1968 the viewing public was still being exposed to a high level of televised violence. What was the nature of this violence? What were the moral and social values explicit or implicit in the context within which the violence was portrayed?

- Violent encounters in televised drama, unlike violent encounters in real life, are rarely between intimates. They generally occur at close range between young to middle-aged single males who, half the time, are strangers to each other. Six times out of 10,

*Milton S. Eisenhower, chairman; Judge A. Leon Higginbotham, vice chairman; Congressman Hale Boggs; Terence Cardinal Cooke; Ambassador Patricia Roberts Harris; Senator Philip A. Hart; Eric Hoffer; Senator Roman Hruska; Leon Jaworski; Albert E. Jenner, Jr.; Congressman William M. McCulloch; Judge Ernest W. McFarland; W. Walter Menninger, M.D.

the violent acts involve the use of weapons; equally often, the act evokes no counterviolence from the victim.

• More than half of all the leading characters in the programs (241 out of 455 identified in the two sample weeks) inflict violence in some form upon other persons. Most of these violent encounters (8 out of 10) are between clearly identified "good guys" and "bad guys." The violence is initiated about equally by each type, so that the distinction between "good" and "bad" is not determined by the use of violence.

• Those who commit acts of violence more often perceive them to be in their self-interest rather than in the service of some other cause. Nearly half of all the leading characters who kill (25 of 54) and more than half of all leading characters who are violent (126 of 241) achieve a clearly happy ending in the programs. To this extent, violence is portrayed as a successful means of attaining a desired end.

• Half of all violent episodes do not involve witnesses. When present, witnesses are usually passive and either do not or cannot intervene. In the rare instance in which a witness does intervene, it is as often to encourage or assist violence as it is to prevent it. To this extent, violence is not shown to be unacceptable in the immediate social context of the world of television drama.

• Lawful arrest and trial are indicated as a consequence of major acts of violence in only 2 out of every 10 violent programs. But the question of legality seldom arises because in the world of television drama violence is usually presented outside of any relevant legal context.

• Physical pain—details of physical injury or death—is shown to be a consequence of violence in only one out of every four violent acts. In television drama, violence does not hurt too much, nor are its consequences very bloody or messy, even though it may lead to injury or death.

The findings of this analysis are now a year old. Network officials testifying before this Commission last December [1968] told us that it takes about 18 months for programing decisions to be reflected in network schedules. Thus, the test of network intentions to reduce violence on television, as these were expressed in the spring and summer of 1968, can properly begin with this year's television season [1969].

The preponderance of the available research evidence strongly suggests that violence in television programs can and does have adverse effects upon audiences—particularly child audiences.

Television enters powerfully into the learning process of children and teaches them a set of moral and social values about violence which are inconsistent with the standards of a civilized society.

What younger children see on television is peculiarly real," for they are still in the process of learning to discriminate between fantasy and reality.

As they get older, children bring somewhat more purposeful motivations to their television viewing, even when they are primarily seeking entertainment. Many adolescents consciously rely on mass media models in learning to play real-life roles. This is especially true of those adolescents who are not well integrated into family and school life and who rely more heavily on the mass media for social learning because more conventional sources are not available. The image of the adult world which most children get from television drama is by and large an unwholesome one.

The ability to differentiate between fact and fiction naturally increases with age and maturity, but it also appears to be a function of the child's particular social environment. Of teen-agers asked whether they agreed or disagreed with such statements as "The programs I see on television tell about life the way it really is" and "The people I see on TV programs are just like the people I meet in real life," 40 percent of the poor black adolescents and 30 percent of the poor whites strongly believed in the true-to-life nature of television content, as compared with only 15 percent of the middle-class white youngsters.

Some defenders of violence on television contend that viewers "drain off" aggressive tendencies by their vicarious participation in violent media programs. According to this reasoning, the mass media serve a socially useful "cathartic" function: By displaying violence they provide harmless outlets for the violent impulses of audience members and thereby prevent overt actions that would be socially undesirable.

Laboratory experiments on the reactions of adults and teen-agers to violent film content provide little support for this theory. In fact, the vast majority of experimental studies on this question have found that observed violence stimulates aggressive behavior, rather than the opposite.

We believe it is reasonable to conclude that a constant diet of violent behavior on television has an adverse effect on human character and attitudes. Violence on television encourages violent forms of behavior and fosters moral and social values about violence in daily life which are unacceptable in a civilized society.

The television industry has consistently argued that its standards for the portrayal of violence and its machinery for enforcement of these standards are adequate to protect the public interest. We do not agree.

We believe that the television networks, network affiliates, independent stations, and other members of the broadcasting industry should recognize the strong probability that a high incidence of violence in entertainment programs is contributing to undesirable attitudes and even to violence in American society. Much remains to be learned about media violence and its effects, but enough is known to require that constructive action be taken at once to reduce the amount and alter the kind of violent programs which have pervaded television.

We offer four recommendations to all the members of the television industry:

1. The broadcasting of children's cartoons contain-

ing serious, noncomic violence should be abandoned. We note that the networks have effected substantial improvements in the cartoon programs offered this season. We urge affiliates and independent stations to refrain from broadcast of violent cartoons produced in prior years.

2. The amount of time devoted to the broadcast of crime, western, and action-adventure programs containing violent episodes should be reduced. We include here full-length motion pictures shown by both the networks and independent television stations. In particular, we recommend that programs of this type be restricted to the late viewing hours when fewer very young children are watching television.

3. More effective efforts should be made to alter the basic context in which violence is presented in television dramas. It may be simpler to write scripts and shoot film where confrontations are resolved by violence, but it is just these artistically and dramatically inferior programs that are probably doing the most damage.

4. The members of the television industry should become more actively and seriously involved in research on the effects of violent television programs; and their future policies, standards, and practices with regard to entertainment programs should be more responsive to the best evidence provided by social scientists, psychologists, and communications researchers.

We note that an effective response by the television industry to our recommendations may require some measure of joint action by the industry members. To the extent that cooperative action is necessary in the public interest, we are confident that appropriate antitrust clearances will be provided.

We offer one recommendation to the President and the Congress:

Adequate and permanent financing, in the form of a dedicated tax, should be provided for the Corporation for Public Broadcasting so that it may develop the kind of educational, cultural, and dramatic programing not presently provided in sufficient measure by commercial broadcasting.

We suggest financing by means of a dedicated tax because we believe that public television must be free from the political pressures that result from the need for annual federal appropriations.

We offer the following recommendation to the viewing public and especially to parents:

1. Parents should make every effort to supervise their children's television viewing and to assert their basic responsibility for the moral development of their children.

2. The viewing public should express to the networks and to the local stations both their disapproval of programs which they find objectionable and their support for programs they like. We believe that most families do not want large doses of violence on television, and thus we urge them to make the weight of their opinion felt. □

◆ *Believing that educators may be able to cite examples of how violence on television has affected the behavior of young people,* JOURNAL *editors solicit letters on this subject for possible use in "ZIP Code 20036."*

Parent-Student Panels

□ **Do parents have a place in the classroom? We contend** that they do—on a prearranged, well-planned, student-motivated schedule. Such encounters between parents and pupils may be formal presentations or casual give-and-take. Either way dissolves some of the "we-they" feeling.

Parent involvement in my speech classes grew out of a student panel discussion on "The Advantages and Disadvantages of Being a Teen-Ager Today," in which the participants compared their plights and privileges with those of their parents when they were young.

The panel effectively characterized their own generation, but when they portrayed the past, I chuckled inwardly. They melodramatically described how their parents had been limited to holding hands in the front parlor because they had no automobiles, no dances, no clubs, no substitutes for the drive-ins, pizza parlors, and drag-racing tracks of today.

Though I try to keep out of the discussions carried on by my speech classes and to leave my comments for the preparation and evaluation periods, this time I intruded. I felt qualified to represent the past generation.

"I had a car when I was in high school," I announced.

"You *did?*" The moderator clearly was incredulous.

"It was the family car, to be sure," I explained, "but I was allowed to drive it. The point is, some of your parents would have had cars. Furthermore, the front parlor went out about the time radios came in."

"You know what I was thinking?" interrupted one panel member. "This panel was sort of one-sided. We ought to have our parents on a panel with us to uphold their side of the issue."

And that is how we happened to initiate one of the liveliest panels we had ever had—a panel so lively that it inspired me to make student-adult panel discussions a continuing feature in my speech classes.

We prepare our panels carefully and teach our student moderators the skill of keeping discussions in balance. We caution students to use their panel rights and not to allow the adults—even important ones—to usurp too much time. And we instruct the adults in the rules for participation that we follow, such as: Speak no more than a minute or two at a time; give everyone an equal chance to speak; adhere to the subject; toss the conversation between panel members without always waiting for a question from the moderator.

The personal exchanges of points of view, problems, and prejudices prove rich and rewarding, especially in repairing the communication breaks between adults and youth, school and community. Adults are exposed to new dynamics, while students partially erase the squarish image they have held of their elders. Some students even voice a deeper appreciation of the parental side, having been given reasons for curfews, concerns, and refusals.

When the dismissal bell rings, parents invariably exclaim that the time went too fast. Often they ask to come again. The experience draws many an adjective from them such as informative, stabbing, and exhilarating.

—**SHIRLEY E. POLLOCK**, *speech teacher, Norwin High School, Irwin, Pennsylvania.*

CLASSROOM INCIDENT

This is another in a JOURNAL *series presenting the handling of a troublesome classroom incident by a teacher and analyses by consultants whose training and experience may enable them to contribute illuminating insights.*

□ **My first year of teaching would have been perfect** if it hadn't been for the hassle over Chuck. Chuck was president of the senior class and captain of the basketball team, and all the girls sighed over his good looks. Scholastically, though, he just scraped by.

Chuck had to pass my English course in order to graduate. His grades had ranged from failing to borderline all year, so all hinged upon his doing well on the final and handing in two book reports for extra credit. He made a barely passing grade in the final and produced no book reports. According to the school grading standards, he had failed for the year. I felt sorry, because Chuck was a likable kid, but I felt that I had no choice but to treat him just as I would anyone else.

It seemed that to the students, the faculty, and the townspeople, however, Chuck was somebody special. Not one of the graduates asked me to sign his yearbook. My landlady told me that the women in her bridge group had predicted that I'd be asked to resign. The senior class sponsor pleaded with me to go over Chuck's grades again to see if I couldn't find a few more points. The principal lectured me about the adverse effect failing to graduate with his class would have on Chuck's whole future.

I gave up after Chuck promised to do two book reports during the summer. On graduation night, the applause was thunderous when he stepped up to receive his diploma. As for me, I was happy to be able to resign during the summer to accept a position at another high school in the county.

I know that I was wrong to have given in to all the pressures, but I had to have a job, and if I had been discharged, I wouldn't have been offered my new position. What else could I have done?

Consultants' Comments

In a heart-to-heart talk with Chuck early in the semester, the teacher should have made him realize that, although sports, girls, and an adoring public are fine, academic achievement was his primary job. By speaking to him as a concerned friend, the teacher could probably have succeeded in getting him to recognize the hard facts of life and by helping him to face his pressures might have released his creative power for classwork. The teaching of English is important, but teaching the Chucks is more so.

The teacher did not need to make the decision he did. If he had shared the problem with fellow teachers, they would have helped him see his personal duty to Chuck. All concerned—the principal, the parents, the coach, and the teacher—should have met and faced the facts. One of the fallacies of our educational system today is the sending on of young people whose grades are failing. Chuck and the teacher were victims of this circumstance.

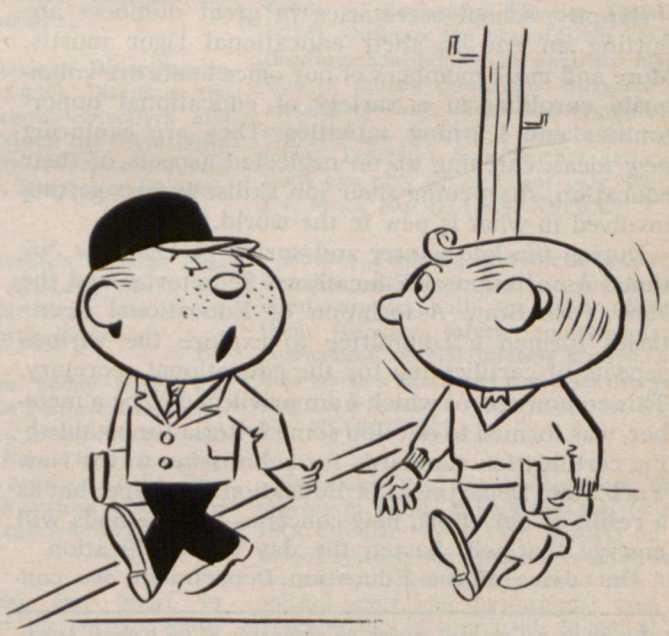
—**Beulah Latimer,** *third grade teacher, John G. Carlisle School, Covington, Kentucky; past president, Covington Education Association.*

In this incident there are two individuals for whom we should have major concern: the beginning teacher and the graduating senior. Both of them should have been given more guidance, assistance, and understanding.

The performance of the educators involved in this occurrence raises two major questions—one of competence and one of ethics. Ethics is serious business and charges of unethical action should not be made without following the due process procedures, so I shall address myself primarily to the question of competence.

Why didn't the teacher identify the student's potential failure sooner and begin setting deadlines for this confrontation before the eleventh hour? By her own admission, she knew that he was just scraping by scholastically. Had she tried to counsel with him during the year?

Since this was a first-year teacher, most of the responsibility for the problem must be attributed to the supervisor, department head, or whoever was the teacher's immediate supervisor. The profession has an obligation to guarantee that the beginning teacher



"The teacher gave me a hard assignment today; she asked me to keep quiet."

receive assistance and direction in his early years.

The concern of the teacher over giving in to so-called pressure may not be well-founded. The fact that she reconsidered her decision is not necessarily a bad thing. Perhaps she should have been more open to suggestions from her experienced colleagues. It was unfortunate that the advice came *after* she had decided to fail the boy.

Perhaps schools should provide a channel through which a student could make an appeal—a faculty committee that would weigh all the facts and render a decision. This would have taken the onus off the inexperienced teacher and relieved her of much pressure.

Perhaps, too, schools need to examine more closely a grading system that fails to recognize the contribution that participation in out-of-class activities makes to a student's overall growth. A student's growth is based on more than subject area content. The schools must maintain standards, but our standards must have flexibility. Surely, Chuck must have learned a great deal through his involvement in school government and by serving as captain of the basketball team. If he had not graduated, what effect could this have had on his future? If he had failed, what lesson would he have learned?

An ethics question might be raised if the teacher was convinced that the grade should be reported as a failure and knowingly changed it to passing in order to receive a good recommendation. If, however, her decision to give Chuck a further opportunity was based on her professional growth as a result of the advice she received from her experienced colleagues, then she should not be concerned.

—**Ernest F. Ross, Jr.,** *DOD Overseas Dependent School, Zone 7, APO San Francisco.*

Certification for the Educational Secretary

☐ **The importance of the educational secretary has be**come more and more apparent, not only to the people in that field but to all personnel concerned with improving the services of the American public school. As these services grow more complex, so do the demands that are made on the educational secretary.

Successful office staffs should have a thorough mastery not only of the skills of the job, but of job-related skills; they should also possess the requisite social understanding. Hence, if the educational secretaries of today and tomorrow are to function effectively, they will need specific preparation and, ultimately, certification.

Happily, school secretaries in great numbers are putting an end to their educational rigor mortis. More and more members of our office staffs are voluntarily enrolling in a variety of educational opportunities and learning activities. They are exploring new ideas, catching up on neglected aspects of their education, sharpening their job skills, or just getting involved in what is new in the world.

During the late winter and spring of 1968, the National Association of Educational Secretaries and the New York State Association of Educational Secretaries formed a committee to explore the various aspects of certification for the educational secretary. This committee, of which I am privileged to be a member, was formed to develop some criteria for establishing certification standards for submission to the New York State Department of Education. We hope that as a result of our effort, new concepts and methods will emerge that will hasten the day for certification.

On advice of the Education Department, we conferred with our community colleges throughout the state and requested that they incorporate into their two-year secretarial science programs an option exclusively for the educational office staff members.

We wrote to leading school superintendents, business administrators, and heads of various educational agencies and organizations (including Dr. Lambert, executive secretary of NEA) asking their confirmation that the need for this program was genuine and justifiable. Their response was overwhelmingly in favor of certification and continuing education for school office personnel. They favored a substantial preparation program that would help to turn out qualified educational secretaries, who are in short supply. Schools today demand and deserve the best personnel available.

We hope to see increasing numbers of community colleges follow the example of Nassau Community College, Garden City, New York—the first community college to cooperate with the National Association of Educational Secretaries in a pilot project to establish a complete program for educational secretaries in its curriculum. The program the College inaugurated has a broad range of offerings that includes courses in the business skills, school records and accounts, mathematics, science, psychology, English, speech, and law.

By pursuing the goals of professionalism, educational secretaries will join the mainstream of our society. When certification becomes a reality, a degree program will insure the quality of available personnel.

Furthermore, it will provide the single most effective avenue leading to improved working conditions and salaries commensurate with the increased responsibilities of the school office staff.

—**Josephine Gallo,** *secretary to the principal, Great Neck (New York) South Senior High School; past president, Long Island Association of Educational Secretaries; and chairman, Certification Committee, National Association of Educational Secretaries.*

This article was obtained through the cooperation of the National Association of Educational Secretaries, a national affiliate of NEA.

NEW NEA PUBLICATIONS

This listing is prepared monthly to keep members informed of the newest professional books, pamphlets, and audio-visual materials published by the NEA and affiliated national organizations.

Annual Safety Education Review 1969 (#1). Comprised of papers presented in the Safety Education Division meetings at the 1969 AAHPER national convention on such topics as injury control in contact and winter sports, liability, and safety education through perceptual-motor activities. 96 pp. $1.50. Stock No. 244-25020. American Association for Health, Physical Education, and Recreation.

Art Education for the Disadvantaged Child (#2). Presents a series of articles addressed to the art teacher on the role of art education for disadvantaged children. Explains the needs of the disadvantaged child and his situation and problems as viewed by sociologists, anthropologists, and psychologists. 32 pp. 60¢. Stock No. 061-02246. National Art Education Association.

Changing Supervision for Changing Times (#3). Presents the major addresses prepared for delivery at ASCD's annual conference in 1969. 70 pp. $2. Stock No. 611-17802. Association for Supervision and Curriculum Development.

Essentials of a Quality Elementary School Physical Education Program (#4). A position statement approved by the AAHPER Board of Directors. Includes briefs on teacher preparation, instructional programs, evaluation, class size, and school related programs. 16 pp. 25¢. Stock No. 245-25022. AAHPER.

The Evaluation of Noncertificated Personnel (#5). ERS Circular No. 4, 1969. Summarizes procedures for evaluating classified personnel in 139 school systems, and reproduces evaluation guides and forms for specific positions and for general use. 48 pp. $1.50. Stock No. 219-21470. Educational Research Service.

Fifth National Institute on Girls Sports—Coaching and Officiating in Basketball, Gymnastics, Track and Field (#6). Explains in detail advanced techniques and emphasizes teaching how to officiate. 144 pp. $3.50. Stock No. 243-08054. AAHPER.

Focus on Dance V (#7). Features articles by 26 contributors (artists, critics, dancers, choreographers, and teachers) on dance composition "yesterday, today, and tomorrow." 64 pp. $3. Stock No. 243-08076. AAHPER.

High School Student Unrest (#8). An *Education U.S.A.* Special Report. Tells how scores of schools are now taking action to guide activities into positive channels. Gives attention to recent legal aspects, emergency plans, and the development of strategies for handling disorders. 48 pp. $4. Stock No. 411-12744. National School Public Relations Association.

The following new publications were listed for the first time in the November NEA Publications feature. See the November issue for your convenience in ordering new titles. The 20 percent discount still prevails.

Classroom Teachers Speak on Differentiated Teaching Assignments

English for the Academically Talented Student in the Secondary School

Historical Highlights in the Education of Black Americans

Number Stories of Long Ago

Opinions of the Committee on Professional Ethics, 1969

Other Lands, Other Peoples

PR in PN for Education Associations

Supervision: Emerging Profession

Teachers in Television and Other Media

How To Plan and Organize Team Teaching (#9). Discusses the overall factors to consider when planning team teaching, how this method of instruction is particularly appropriate for science instruction, and examples of the range of specialization a team might have. 8 pp. 35¢. Stock No. 471-14594. National Science Teachers Association.

How To Use Behavioral Objectives in Science Education (#10). Discusses the functions of behavioral objectives and provides clues to writing the three types of objectives: cognitive, psychomotor, and affective. 12 pp. 35¢. Stock No. 471-14596. NSTA.

Index to NEA Research Division Publications Currently Available (#11). Research Memo 1969-21. 22 pp. 60¢. Stock No. 431-22872. Research Division.

Nursery Education Today (#12). Reviews and reflects on historical and current trends regarding young children and their education and lists criteria for evaluating an effective program. 8 pp. 30¢. Stock No. 282-08696. American Association of Elementary-Kindergarten-Nursery Educators. No discount.

Physical Education and Sport in Schools (#13). Gives the current status of physical education and sports in schools throughout the world. Prepared in cooperation with UNESCO. 52 pp. $1.50. Stock No. 248-25010. AAHPER. No discount.

Preliminary Report of the Ad Hoc Joint Committee on the Preparation of Nursery and Kindergarten Teachers (#14). Makes recommendations on the need for personnel in early childhood education, behavioral competencies needed by such personnel, preparation programs for and certification and licensing of professionals and paraprofessionals. 32 pp. 50¢. Stock No. 521-15720. National Commission on Teacher Education and Professional Standards.

Professional Preparation of the Elementary School Physical Education Teacher (#15). Presents a set of guidelines for the college department that prepares elementary teachers in this area. 24 pp. $1.50. Stock No. 245-25026. AAHPER.

Roles of Public Education in Recreation (#16). Filmstrip. Outlines the school's role in total community recreation services. Narration on 33⅓ rpm record. $9. Stock No. 246-25036. AAHPER. No discount.

Scheduled Salaries for School Office Clerical Personnel, 1968-69, Reporting Systems with Enrollments of 6,000 or More (#17). Research Memo 1969-20. Presents a system-by-system listing of minimum and maximum salaries by title of position. 17 pp. 50¢. Stock No. 431-22870. Research Division.

School District Campaign Planner: A Guide to Successful Finance Elections (#18). Outlines the organization of successful school bond issues and the operation of money campaigns. Suggests the amount of time, effort, and organization required to develop a successful campaign. Indicates how teacher organizations can play a significant part. 108 pp. $14. Stock No. 411-12364. NSPRA.

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INTERACTION BRIEFS: **TEAM LEARNING**

"Interaction Briefs" are prepared by staff members of the NTL Institute for Applied Behavioral Science (an autonomous organization associated with NEA) and are designed for use by a wide range of ages and in a variety of school situations.

□ **Why not experiment with making** assignments to small groups? And why not allow some children to tutor others? *Team learning* might be even more revolutionizing than team teaching.

Before getting to team-learning assignments, groups have to be built. Members need to get to know one another and to have some experience that shows them the value of working in a group where members help one another.

Some Action Suggestions:

1. Form groups of three to six students, employing one of the following options:

- Use existing groups already formed for some other purpose.
- Decide what achievements and skills a learning group needs and compose groups accordingly. Also take into account personality mixes and compatibility.
- Form random groups by counting off or by some other mechanical means.
- Ask students to move around the room until they find three or four others with whom to form a group—perhaps with students they don't yet know very well. (By moving around himself and allowing for flexibility of group size, the teacher should be able to ease into a group anyone about to feel left out.)

2. Help the group get acquainted. Use the "egg carton exercise" (about 20 minutes).

Bring an egg carton to class and ask individuals to list as many uses for it as they can in about two minutes. Then give each group about three minutes to develop a group list. Ask whether individuals got new ideas from their group and whether everyone had a chance to get at least one idea into the group list. (If not, allow another minute for adding to the list.)

Have each group see if it can agree on the three to five best uses to be shared with the other groups.

List on the board the "best uses" from each group. Are lists different or similar? Do they suggest differences among the groups? (Is one group practical, one group unusual, one group funny, etc.?)

Did the groups work differently? Did some groups find it easier to build a group list? Did some groups get ideas from all members and some from only one or two?

Another warm-up activity is a story-completion exercise (about 15 minutes). The teacher writes a sentence on the board, for example, "I wondered what the man had in the odd-shaped package."

Each member of the group adds a sentence until the group completes a story. The teacher then asks each group to name a member to report the story to the class and instructs or coaches him so that he will report accurately.

The groups share their stories, and again the teacher leads a quick discussion to bring out differences among the groups and ways in which groups might work better.

Still another activity is the "cooperation squares exercise," described on page 57 of the October 1969 issue of TODAY'S EDUCATION (about 45 minutes).

3. Discuss with the class what they have learned about working in small groups and explain the idea of team learning. Points include: Much learning has to be done alone, but often we can learn better by sharing resources and helping one another. With experience in both methods of learning, we are better able to decide when to work alone and when to work as a team. In team learning, the team succeeds only if each member succeeds. Some of the labor can be divided. More material may be covered if reading assignments can be divided and reported back. Assignments will be to the team. The team will decide who does what. If anyone "goofs off," this becomes a problem for the team to work on. If anyone has special difficulties, the team will have to help him. If no one in the group can help, then the team can ask the teacher for assistance.

4. Give the first small-group assignment.

This might be: Try to arrive at your team's definition of what responsibility for self and others means and be prepared to share this with the other teams.

You might make an assignment more specifically related to what the class is studying.

Or you might give a current events assignment with each team choosing some news area for reporting to the class.

5. Discuss with the class what kinds of assignments they would like to do as teams. □

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What Should Norman Do?

If there was one person on his whole block and in the whole school Norman didn't like, it was David Overby. Whatever David wanted—a $75 bike, a prize at the science fair, a place on the basketball team—he got. As for Norman, he got to be a reporter on the sixth-grade newsletter, and that was all. Big deal.

OK, so he was jealous, Norman admitted to himself. That wasn't all, though. David had a stuck-up way about him that others disliked too, and most of the kids wished that the next time David won first prize at the science fair, it would be a scholarship to a school a hundred miles away.

Then one evening about nine o'clock, Norman noticed a police car parked across the street in front of Overbys', its light flashing. He could hardly believe it. A robbery? A fight, maybe? How neat it would be if David were in some trouble.

"Somebody over at Overbys' is getting arrested," Norman said.

"Don't jump to conclusions," his father answered, settling back in his armchair. "Maybe one of the officers is a friend of the family. It's not our business, anyway."

In the morning, Norman saw David walking to school. Perhaps he just imagined it, but David looked sheepish about something, as though he didn't want anyone to know about the police being at his house.

Dad was wrong about its not being my business, Norman thought. *Everything* is a reporter's business. That's my job.

Of course, Norman realized that he couldn't put an article in the newsletter about seeing the police car at the Overbys', but he might just mention it to a few people. All he would be doing was stating a fact, so it wouldn't be as if he were starting gossip, and it seemed to him like a good way to get even with David. Still, he knew his father would think it was wrong. He was puzzled. What should Norman do?

Thoughts To Think Aloud:

1. If Norman had seen a police car at someone else's house, would he be so eager to tell about it?

2. Is it true that he would not be starting any gossip just by stating the facts?

3. Does a newspaper reporter have any responsibility to protect a person from gossip? ☐

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THE EIGHTEEN-YEAR-OLD VOTE

(Continued from page 35)

Why do you believe Student NEA should take an active role in trying to achieve a lowered voting age?

☒ To say that youths in America are alienated, disillusioned, and estranged may sound trite, but it is true that significant numbers of American young people are turned off by the system. The task of the educational establishment is to make sure that the estrangement is not total and that the distrust is reversed.

We in Student NEA have been working on the 18-year-old vote for over a year. One of the most distressing things we have learned in talking with students is that a significant minority does not believe in the ultimate workability of the democratic process. If the voting age were lowered to 18 throughout the country, they would see this as a token gesture on the part of the establishment, but I think such an attitude is a cop-out.

This year, Student NEA is dedicated to proving that the system can be made responsive. We have already proven so in many state legislatures

and within NEA itself.

Many argue that 18-year-olds should vote because young men are eligible for the draft at 18, because many young people pay taxes when they are 18, and because most young adults are better educated today than were their parents or grandparents. I believe these are valid points, but the strongest argument in favor of a lowered voting age is that our country cannot afford *not* to lower the voting age. By lowering it, our nation involves 10 million more citizens in the system. If young people between 18 and 21 are not allowed to share in democracy, then democracy itself is going to suffer, the generation gap will widen, and the alienation of youth will spread.

NEA and Student NEA are involved in this campaign for a variety of reasons, the most important of which is that the cause is right. Through our leadership in the movement, we are saying that we believe in the system, that we believe in the democratic process, and that we will not copout.

—**CHARLES GONZALES,** *1969-70 president, Student National Education Association; senior, College of Santa Fe, New Mexico.*

What role has the Minnesota Education Association taken in the drive to lower the voting age?

☒ In its 1969 session, the Minnesota legislature passed an amendment to the state constitution that lowers the voting age to 19. If the voters approve the amendment in the next general election and if no other state acts favorably before then, Minnesota will be the fifth state in the Union to lower its voting age. The Minnesota Education Association played a vital role in this action.

The Minnesota Coalition for Lowering the Voting Age, a bipartisan organization of young people, spearheaded the effort to push the amendment through the legislature. The group included representatives of the Student Minnesota Education Association (SMEA) as well as representatives from other groups in the state interested in a lowered voting age. Mike Pehler, SMEA legislative chairman, called the effort to lower the voting age the major priority of the student legislative program during the 1969 legislative session.

SMEA called upon the MEA Legislative Commission and Delegate Assembly to support its efforts in this work, and MEA responded by providing the kind of aid necessary to help get the amendment through the legislature. MEA lobbyists and SMEA members spent hours of their time planning strategy and coordinating the work of professional and lay organizations interested in the legislation. In its weekly "Window on Legislation," MEA kept members informed on the status of the amendment.

This campaign provided one more opportunity for MEA to work with its student arm. It showed that 40,000 active members of MEA can generate the kind of support needed to bring about successful action in the legislature on an issue significant to teachers. In this issue, we who teach self-government, political participation, and responsible citizenship to our nation's youth dealt with the real heart of the problem—the constitutional right of young people to play an important part in the destiny of our local, state, and national governments.

—**A. L. GALLOP,** *executive secretary, Minnesota Education Association.*

On the basis of the defeat of the 18-year-vote proposal in the New Hampshire legislature, why, in your opinion, have such proposals not met with more success in state legislatures across the country?

☒ New Hampshire boasts the fourth-largest, English-speaking legislative body in the world (400 representatives and 24 senators). In that context, Britain's Parliament, India's Parliament, and our national Congress have more members. New Hampshire lawmakers tout the state legislature as the nearest thing to pure democracy that exists in the world. Yet, this year, the legislature defeated a measure to lower the voting age.

If I had to sum up in one word the reason for the failure of the proposal to lower the voting age in the New Hampshire legislature (and I suspect in many of the other state legislatures), that word would be *fear*. New Hampshire legislators fear the student revolts and violence so widespread in our country—even though New Hampshire has had few incidents. They have clearly stated that they are going to make "damn sure it doesn't happen here." New Hampshire legislators apparently fear the "educated." The average New Hampshire legislator has not completed high school, while the average 18-year-old has.

Presumably, New Hampshire legislators also fear loss of their authority. They jealously guard their power in the legislature. If the voting age were lowered, the average state legislator (age 67) would probably be in a pre-

(Continued on next page)

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THE EIGHTEEN-YEAR-OLD VOTE

(Continued from page 61)

carious position in future elections. In my opinion he therefore fears the onslaught of youth at the polls. I think the same thing is true of other state legislators across the land and that is why I believe that even if an amendment to lower the voting age passed in the national Congress, the amendment would not gain the approval of enough state legislatures (38).

But fear alone did not destroy the proposal to lower the voting age in New Hampshire. In-party fighting over the proposal and the fact that this session witnessed, in many instances, the rejection by the members in both parties of their own elected leadership who supported the 18-year-old vote also helped in its defeat. Emotion, not reason, governed the legislators.

—LILA S. CHASE, *representative, New Hampshire legislature; field representative, NHEA.*

As a classroom teacher, what are some of your reasons for supporting a lowered voting age?

What are the opinions of students on this question?

Who's afraid of the 18-year-old vote? In spite of endorsements from numerous individuals and organizations, this group of potentially vital and enthusiastic voters is still being denied democracy's most precious privilege.

As an educator and a citizen, I support the right of 18-year-olds to exercise a responsible role in our government. I do so because I play a part in the preparation of young people for their roles as adults and I would be rather chagrined if, after 12 years of formal education, the children of our country did not have enough practice and guidance in citizenship to be able to make political decisions.

Withholding of the vote from 18-year-olds encourages educators and leaders to be lackadaisical about preparing young citizens for political responsibility. "After all," they may well ask themselves, "why get students all primed for voting if they won't be permitted near the ballot box for another three years?"

I am sure that young people are interested in voting at 18. This is borne out by a survey that a ninth grade civics class conducted last May. Results indicated that 85 percent of the junior high students, 70 percent of the senior high students, and 78 percent of the college students polled thought 18-year-olds should have the right to vote. Another interesting finding of the survey was that when questioned about party affiliation, a majority of the students responded that they were either undecided or did not wish to align themselves with any specific party.

Young people are going to get the vote. How soon they do so depends on the leadership they come up with and how much encouragement we give them. I say, "Give them the vote, give them a stake in the future, and don't be afraid of the outcome."

—ARNOLD DURFEE, *teacher of social studies and civics, West Barrington Junior High School, Barrington; NEA Director, Rhode Island.*

FOR YOUR INFORMATION

GEORGE D. FISCHER, NEA President; SAM M. LAMBERT, Executive Secretary; JOHN D. SULLIVAN, Assistant Executive Secretary for Communications and Public Relations, and Publisher of Today's Education (NEA Journal).

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American Education Week—October 25-31, 1970. Theme: Shape Schools for the 70's.

NEA membership, May 31, 1969: 1,014,414.

NEA officers and headquarters staff: See NEA HANDBOOK pages 8-13; and inside back cover. NEA resolutions: HANDBOOK, pages 64-83.

NEA divisions, special projects, commissions, council, committees: HANDBOOK, pages 92-160.

NEA departments, national affiliates, and associated organizations: HANDBOOK, pages 161-214.

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What effects might a lowered voting age have on the secondary school curriculum—especially social studies? Do you think lowering the voting age to 18 will foster a greater political awareness in the school community?

In this day of cries for relevancy, meaningful school curriculums, and commitment, granting 18-year-olds the right to vote would be a boon to the teaching of social studies. The American history class would be the ideal place to give those who would soon be voting the story of how our democracy has developed and how they can continue to play a part in its development. The eighth grade students whom I teach are eager to learn about political developments and processes, and they learn a great deal from conducting mock campaigns and elections. How much greater would be the interest of high school students who were about to vote for the first time! They could become the best informed voters in the population.

Allowing 18-year-olds to vote could be a motivating force to change the high school social studies curriculum. New courses might include special classes in political history, comparative government, or political science. Existing courses could be drastically altered to provide time to study local, state, and national problems and how they affect politics and voters. Students could be encouraged to enter actively into politics with the added opportunity of being able to exchange ideas and findings in the classroom.

Lowering the voting age and changing the school curriculums to meet the new demands and greater needs of secondary students would almost certainly foster much greater political awareness in the community as well as in the school. If teachers exposed their students to political news in newspapers and magazines and on radio and television and if teachers encouraged young people to become active participants in community affairs, the schools of this nation could develop a responsible and a responding group of young people.

TEACHER IN POLITICS

The youngest elected city official in West Lafayette, Indiana, is Richard E. Bossung, who, at 32, has already spent six years on the West Lafayette City Council. Elected in 1963 to represent his district, he was reelected in 1968 to an at-large post.

A leader in party politics, he has been a delegate to his party's state convention since 1962 and, in that capacity, has helped to select candidates for state offices.

Mr. Bossung teaches health and safety to junior high school boys, coaches football and golf, and teaches driver education to senior high school students. He is also director of public relations for the West Lafayette schools.

He was treasurer of his local association for four years and also served on the local salary committee.

—Carmen P. Fabian, *assistant superintendent for instruction, West Lafayette (Indiana) Community School Corporation.*

Last year, students in a local high school became interested in the problems of ghetto housing, pollution, and other decaying-city aspects of their hometown. A group of them made a film about these conditions that brought these problems to the attention of many residents. I am certain that if 18-year-olds had the right to vote, high school students would get involved in many more such projects. This type of activity would certainly foster much greater political awareness in the school and the community and, hopefully, would bring about the means of building a better nation. And, after all, isn't that one of the chief goals of our educational system?

—**ELIZABETH A. MAGUIRE,** *teacher of social studies, Woodrow Wilson Junior High School, Clifton, New Jersey.*

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AFTER ALL

The Song Is Ended

. . . but the melody lingers on. JOURNAL articles have a way of living beyond the month of publication. In virtually any educational anthology you pick up, you'll find articles from TODAY'S EDUCATION: NEA JOURNAL. Each year we grant some 500 requests for permission to reprint various articles.

Now the NEA itself has reprinted outstanding JOURNAL articles dealing with discipline and has made them available in a 134-page volume entitled *Discipline in the Classroom.* This collection of materials may be ordered from the NEA Publications-Sales Section. (Stock No. 381-11878. $1.50)

"What Should Christy Do?" one of the JOURNAL's Unfinished Stories which Vision Associates has made into a film, has been awarded first prize in the education category at the Seventeenth Annual Columbus Film Festival.

Maybe you saw in TODAY'S EDUCATION for October the letter from an author who reported that since his article appeared in the magazine, he has received more than 600 letters regarding it, has been invited to speak and consult on 23 college campuses and with seven school systems, and has been requested to write articles for other publications. This type of response is not unusual.

So many letters reach our office from readers who like and use JOURNAL material that we sometimes dare to hope the magazine may be making the kind of music the profession wants to hear. Then a discordant note sounds. A teacher wrote in last week, for example, saying the tone of TODAY'S EDUCATION so offends her that she can't bear to receive it any longer. As far as she is concerned, the song is ended, but we regret that no melody lingers on.

That Generation Gap Again

Every member of the JOURNAL staff is a compulsive clipper of newspapers and magazines and a collector of gems from books, old and new. On every topic that we think might interest teachers, we accumulate bulging folders of material.

After the May issue goes to press, we do some wholesale discarding to make room for next year's treasures, but favorites in the collection we keep year in and year out. Such a piece is William Lyon Phelps' comment on the generation gulf. (We have enough quotable stuff on the generation gap, by the way, to bridge the generation gap.)

Said Phelps in his autobiography published three decades ago:

"How I wish that by some miracle we might when we ourselves are old talk with our parents and our aunts and uncles from an equality of age! There is always this gulf of generations. Does any boy ever regard his mother as a woman or remember she was a girl?" Barrie brought this out in *Alice Sit-by-the-Fire.* She isn't a woman; she is 'mother.' That is why Hamlet was so unspeakably shocked by his own mother's sensuality."

Seven Different Journals

Every month this school year Rhode Island members of the National Education Association are getting special Rhode Island editions of TODAY'S EDUCATION.

Last month members in New Mexico and Pennsylvania received state editions of the national magazine. This month special issues of TODAY'S EDUCATION are going to four other states: Florida, Hawaii, Kentucky, and Montana.

The various editions are made possible by the fact that in each of these unified states membership lists of the NEA and of the state association are identical.

Editorial staffs of the state associations and the national cooperate to produce periodicals with special relevance for teachers in the seven states. You'd be surprised to see how much alike the seven magazines are, and yet, how very, very different.

EXTRAS FOR OUR READERS

Today's Education, Section SP
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Please send me the following items as indicated (enclose a stamped, self-addressed envelope if you are requesting free materials only).

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"Teaching About Religion in the Public School" by R. L. Hunt. Stock No. 351-11116.

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"The Population Threat" by Robert S. McNamara. See footnote on page 20.

Tape Recordings ($2.50 per article):

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Bibliographies (single copy free; not available in quantity):

☐ "Kibbutzim for the Disadvantaged" by Beatrice R. Metalitz.

☐ "The Eighteen-Year-Old Vote."

Requests for materials on this coupon must reach us by January 1, 1970.

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"You have just been appointed Scotland's Minister of Tourism"

That statement began one of the most interesting creative teaching projects we've heard about. Miss Audrey Marzano, a teacher at the J. P. Vincent School in Bloomfield, Connecticut said it to a freckle-faced twelve year old in the second row. But let her tell you about it:

Miss Audrey Marzano, Joseph P. Vincent School, Bloomfield, Connecticut

"A New Idea"

"Teaching sixth graders about the smaller countries of Europe can be a real task. That's why, last semester I came up with a new idea to help make our Social Studies section a bit more interesting. My idea was to have each student consider himself the new 'Minister of Tourism' of a particular European country. And in that capacity, he'd have to develop an informative travel brochure boosting his country.

"Little travel brochures"

"After the students researched their countries, they prepared their travel folders directly on spirit masters. Each travel folder contained a brief history of the country, a map of historic and scenic spots, interesting statistics, some reasons to visit the country and a question page. We brought the duplicator right into the classroom and ran the masters while the class watched. After the copies were printed, we cut and stapled them into little travel brochures.

"The Next Step"

"The next step was to have each 'Minister of Tourism' make a pitch for his country in front of the class. And to help his speech along, he would hand out his original travel brochures to everyone. The brochures helped keep the students interested. And they helped the 'Minister of Tourism' remember his lines.

"The Students Loved It"

"This all helped to make studying Europe fun. Students loved it. What's more, they learned to develop research skills, creative writing, map making, organizing and cover design. And they learned what a thrill it is to see their very own creation in print."

If you would like to receive a copy of one of Miss Marzano's students' travel folders, write to A. B. Dick Company, 5700 W. Touhy Ave., Chicago, Illinois 60648, Dept. TE-12.

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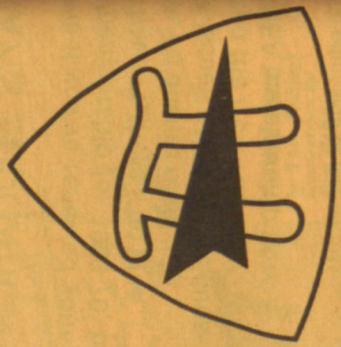

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